DOCUMENT RESUME

ED 184 258 **EC 123 251**

AUTHOR	Stulac, Josef F., II, Ed.; Olive, John, Ed.
TITLE	[Special Education Competencies for Teachers Projects. Workshops I through XI].
INSTITUTION	Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
SPONS AGENCY	Georgia State Dept. of Education, Atlanta.
PUB DATE	[79]
NOTE	373p.; A part of the Project SECT series; Parts of the document may not reproduce well; Best copy available. For related material, see EC 123 248-250.
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Competency Based Teacher Education; *Course Descriptions; *Disabilities; Elementary Secondary Education; Higher Education; *Instructional Materials; Special Education; Special Education Teachers; *Training Objectives; *Workshops
IDENTIFIERS	Georgia

ABSTRACT

Materials for 11 workshops designed to assist teachers to meet the requirements of the performance assessment of special education competency developed by the Georgia Department of Education are presented. Instructional activities are provided for each of the workshops as well as handout materials and resources for teaching the competencies. Following are the goals for the participants for each workshop: (1) demonstrate a repertoire of teaching methods and techniques; (2) plan instruction to achieve selected objectives and use instructional techniques and methods related to objectives; (3) obtain and use information about needs and progress of individual learners, organize instruction to take into account individual differences among learners, and refer learners with special problems to specialists; (4) demonstrate enthusiasm for teaching and learning and for the subject being taught, and use procedures which involve the student in the learning task; (5) organize time, space, material, and equipment for instruction; (6) communicate with learners both orally and in writing and instruct with clarity; (7) demonstrate an understanding of school subject being taught and adjust instruction to change in conditions; (8) and (9) help learners develop positive concepts of themselves, manage classroom interactions, and reinforce and encourage efforts of learners; (10) obtain and use information about effect of instruction; and (11) meet professional responsibilities and engage in professional self improvement. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED184258

Workshop I

Demonstrates a repertoire of teaching methods & techniques

Presentors: Meredith Papagianis
& Ginny Eckert

Special Education Competencies
for Teachers
Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

BEST COPY AVAILABLE

This Workshop was developed
under Title IV - C Funds
Georgia State Department of Education.

Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
Telephone: (404) 352-2697

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Josef F. Stulac II
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC123251

Workshop #1

Approximate Time	Activity	Materials Needed
10. min	Introduction: The instructor will introduce self and give background information about self. The instructor will draw together the information and main ideas to be covered in this workshop, calling attention to page 1 in the package of handouts - Introduction to Workshop #1. The instructor will also note that the SECT rating scale and objectives for this workshop may be reviewed at the teacher's convenience - pages 2 and 3 of the handouts.	"Packet of Handouts Handout, p. 1 Handout, pp. 2-3
15 min.	The instructor will introduce the topic of TEACHING RESOURCES with the "Cone of Experience" concept. This concept will make the teachers aware of the use of resources in the classroom which range from direct and concrete ("hands-on") type experiences to very abstract, symbolic experiences. (Discussion of this diagram should bring out the fact that students with learning problems learn best with the use of direct experiences, yet much time in classrooms is spent in abstract experiences.) This discussion will continue until the teachers have no further questions about this concept.	Visual Aid: Cone of Experience diagram. Handout, p. 4
25 min.	"TAKE FIVE." The teachers will refer to "Using Supplementary Resources" in their packet of handouts. They will take 5 minutes to list resources which are available to them in their own classrooms. While they are doing this, the teacher will pass out schedule cards to each student which will heterogeneously group the class into three groups. After moving into their groups (according to their sign), the group leader will call for a sharing of resource ideas. At the end of this discussion, the groups will move back as a class, and group leaders will give a report to the class as to the various resources and ideas which were shared during the group discussions.	Handout, p. 5 Timer (Optional) Schedule Cards Group Symbols

Approximate Time	Activity	Materials Needed
10 min.	The instructor will introduce the topics of using a variety of teaching methods, and matching teaching methods to objectives and learners using the "Methods in the Classroom" handout as a stimulus for discussion. When there are no further questions, the teachers will move on to the next activity.	Handout, p. 6
35 min.	The teachers will view the STRETCH TAPE, "Learning Centers." A short discussion pointing out the highlights of this tape will follow the viewing. The variety of centers mentioned in the tape will be discussed (free time centers, interest centers, and multi-content centers). Unit teaching and individualization techniques (contract systems, games, and simulations) will be mentioned in this discussion, as will be the fact that each center and activity in the tape followed three major rules: (1) the objectives for each must be clearly stated; (2) materials and resources must be readily available; (3) numbers of students per activity or center should be watched closely so that students can learn at their own level and/or pace. When there is no further discussion, the teachers will move on to the next activity.	STRETCH TAPE: "Learning Centers"
15 min.	The teacher will view demonstrations of two methods used in a secondary class setting. (Secondary Resource Teacher 301-342, dramatizing prejudice; Secondary Resource Teacher 115-185, simulation of principal talking to students after fight.) A short discussion about these methods will follow. When there are no further questions, the class will move on to the next activity.	SECT VTR LIBRARY TAPE
15 min.	BREAK Copies of 4 STRETCH Booklets will be on display on a table in the room. (Additional copies will be on hand, should students wish to purchase them.)	STRETCH Booklets: "Learning Centers," "Grouping and Special Students," "Questioning Skills," "Language Experience."

Approximate Time	Activity	Materials Needed
20 min.	The instructor will introduce the topic of questioning skills using the "Questions Are For More Than Answers" handout as a stimulus for discussion. In addition, the teachers will view a section of the STRETCH TAPE: "Questioning Skills." While viewing this tape, the teachers may refer to the list of the types of questions on handout 7 which are presented in this tape. After viewing the tape, the teachers will move on to the next activity.	Handout, p. 7 STRETCH TAPE: "Questioning Skills"
5 min.	The instructor will further discuss the use of questioning skills using "Asking High Level Questions" as a stimulus for discussion. When there are no further questions the teachers will move on to the next activity.	Handout, pp. 8-9
20 min.	The instructor will ask the teachers to go around the class numbering themselves, numbers one through six. When each teacher has a number, the instructor will ask them to follow the directions on the "Analyzing the Questions in Your Classroom" handout. When this activity is completed and there are no further questions, the class will move on to the next activity.	Handout, p. 10
20 min.	The instructor will introduce the topic of working with different sized groups by referring to: (1) the handout "Guide for Organizing Sub-Groups Within Classes"; (2) a recall of grouping ideas which were presented in the STRETCH TAPE on "Learning Centers"; (3) a recall of grouping procedures used in this workshop so far. A discussion about these teachers' particular grouping needs and problems should occur naturally. If these special education teachers are "locked into" specific grouping plans according to their daily schedules, case loads, size of room, etc., they might be encouraged to consider how they can help the regular classroom teacher with grouping ideas, or how they might do special groupings for special days with their students (i.e., homogeneous groups M-TH for regular class activities, but heterogeneous groups on F for game time, dramatizations as a culmination activity for a unit, etc.). When there is no further discussion the class will move on to the next activity.	Handout, p. 11-12
30 min.	"MAKE YOUR OWN GROUPS" Activity. The teachers will move into groups of 5-8 each. The group members should be free to choose which group they will participate in during this activity. Fifteen minutes will be allowed for this activity. At the end of this period a total class discussion of the answers to the questions will take place. When there is no further discussion, the class will move on to the next activity.	Handout, p. 13

Activity	Materials Needed
Homework: The teachers may choose one assignment which suits their own needs. This assignment will be completed and turned in at the next class session.	Homework section of handouts

APPENDIX

"MATERIALS PACKAGE"

for

Workshop #1

HANDOUT FOR TEACHERS

CONTENTS OF HANDOUT PACKET

Page

Introduction to Workshop #1 1

SECT Rating Form for Workshop #1 2

"Cone of Experience" Diagram 4

Using Supplementary Resources 5

Methods in the Classroom 6

Questions are for More Than Answers 7

Asking High Level Questions 8

Analyzing the Questions in Your Classroom 10

Guides for Organizing Sub-Groups Within Classes . . 11

Homework Assignment 14

Introduction

This workshop will reacquaint, and hopefully, restimulate your ideas concerning:

1. The USE OF A VARIETY OF TEACHING RESOURCES IN YOUR CLASSROOM.
2. The USE OF A VARIETY OF TEACHING METHODS WHICH MAY BE USED TO CONDUCT LESSONS IN YOUR CLASSROOM.
3. The USE OF TEACHING METHODS WHICH ARE APPROPRIATELY MATCHED TO YOUR OBJECTIVES AND LEARNERS IN YOUR CLASSROOM.
4. The USE OF QUESTIONS AT A VARIETY OF COGNITIVE LEVELS IN YOUR CLASSROOM.
5. The USE OF GROUPING IN YOUR CLASSROOM AND/OR IN THE REGULAR CLASSROOM.

RATING FORM FOR ALL THE OBJECTIVES IN WORKSHOP #1

Objective #1--Using a variety of teaching resources

Circle the appropriate number:

1. Teacher mechanically sticks to basic course of study and its teacher's guide.
2. There are few supplementary materials and/or pieces of equipment. The relationship between the basic course of study and the supplementary materials is not established.
3. The teacher uses supplementary resources mechanically or inappropriately.
4. The teacher appropriately utilizes supplementary resources.
5. There is a richness to the basic supplementary whole. Different materials are available to supplement the basic concept in a variety of multimedia ways to meet the needs of diverse student population with various learning modalities.

Objective #2--Demonstrates ability to conduct lessons using a variety of teaching techniques

Methods:
drill
role-playing
demonstration
discussion
problem-solving
inquiry
lecture
etc.

Circle the appropriate number:

1. No teaching method is used acceptably.
2. One method is used acceptably.
3. Two methods are used acceptably.
4. Three methods are used acceptably.
5. Four methods are used acceptably.

Objective #3--Uses teaching methods appropriate for objectives and learners

Descriptors:
a. Teaching methods are matched to objectives.
b. Teaching methods are matched to learners.
c. A smooth transition is made from one method to another.
d. The classroom environment is arranged optimally for the teaching method.

Circle the appropriate number:

1. None of the descriptors is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Objective #4--Uses questions at a variety of cognitive levels

Descriptors:
a. Questions are appropriate for objectives.
b. Questions are sequenced from simple to complex and build on one another.
c. A variety of levels of thought are required of learners by the questions.
d. Learners are given adequate time to answer questions.

Circle the appropriate number:

1. None of the descriptors is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

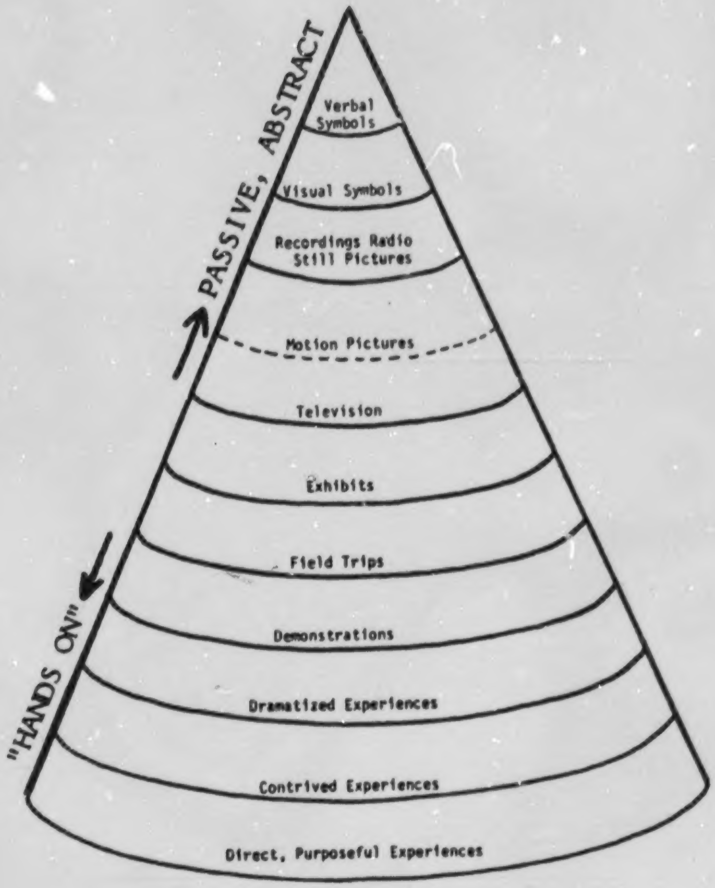
Objective #5--Demonstrates the ability to work with individuals, small groups, and large groups

Descriptors:
a. The group size for instruction is matched to the objective.
b. The teacher's role is appropriate to the group size being used.
c. The changes from one group size to another are smooth.
d. Different group sizes that are matched to objectives are used.

Circle the appropriate number:

1. None of the descriptors is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Cone of Experience Diagram:[1]



---

[1] "STRETCH" Teacher Education Module 11 Booklet, "Language Experience Approach," Metropolitan Cooperative Educational Service Agency.

USING SUPPLEMENTARY RESOURCES

Frequently, it is possible to get some indication of the degree to which a teacher uses supplementary resources just be visiting his or her classroom. A classroom filled with interesting objects, student work, "packaged" and teacher-made learning materials and various types of equipment and media will indicate a varied and interesting/motivating learning environment. The resources available to a teacher for stimulating learning are only limited by that teacher's imagination. In addition to materials, experiences and persons can be learning resources. Resources maybe purchased or created by teachers and students. Supplementary resources should utilize a variety of media and be matched to student needs.

"TAKE FIVE"

And list a few of the resources which you use under each of the categories of resources listed below. Add any other personal or unusual resources you can think of which you would be willing to share with other members of the class.

SUPPLEMENTARY RESOURCES

Books (Workbooks, texts, dictionaries, etc.)

Learning "Packages" or Centers

Audio-Visual Equipment

Experiences (Field trips, speakers, etc.)

Games and Manipulatives

Supplies and Materials

Other ______________________________________

METHODS IN THE CLASSROOM

Many different activities and resources may be employed in conducting lessons using the methods listed below. For example, songs and rhymes canbe used for drill. Role-playing can be as simple as asking a student to pretend he is someone else and as complex as having a group perform a play. Demonstration, problem-solving and inquiry can be used at beginning or advanced levels. When one observes a classroom, it is the resources and activities which one sees immediately. But the underlying structure of the situation, the particular uses of these resources and activities for accomplishing some objective, will define what methods are being used.

Examples of a variety of methods:

1. drill
2. role-playing/simulations
3. demonstration
4. discussion
5. problem-solving
6. inquiry
7. lecture
8. contracts
9. games
10. programmed materials
11. learning centers
12. language experience activities.

No matter what variety of methods are employed, if teaching methods do not fit a particular situation (consisting of learners, objectives and the classroom context), they are virtually useless. Usually, very specific planning is required to ensure this "fit." In addition, transitions from one method to another need to be thought out in advance.

When deciding on themethods and resources you will use with a particular child, group, or situation, keep in mind these skills which have a very important effect on learning:

1. ability to follow directions presented
   a. orally
   b. written
2. ability to express ideas
   a. verbally
   b. written
3. need of praise or rewards
   a. often
   b. seldom
4. ability to stay on task
5. learns better by
   a. seeing
   b. hearing
   c. both

QUESTIONS ARE FOR MORE THAN ANSWERS

Frequently we use questions in our classroom discussions, but we rarely stop to analyze the types of questions we should be using. Far too many teachers over-emphasize questions that merely require students to remember. A question becomes a memory question if the student is expected to simply repeat some neat little package of answers from the text or from the teacher's presentation.

The types of questions we ask deserve a great deal more attention and teacher planning. We have all seen teachers who have mastered the art of asking questions and can generate intellectual excitement in their rooms. The use of levels of questions can stimulate both students and teachers to more productive thinking.

Questions can be asked to:

- arouse interest
- probe student preparation
- develop insight
- develop attitudes
- develop ideas
- develop ideals
- develop appreciations
- strengthen learning
- stimulate critical thinking
- check achievement of objectives

As a teacher analyzes content, puts knowledge into instructional form, and organizes work activities he should always be seeking questions which will stimulate thinking. Good questions call upon students to explain, illustrate, justify, trace, discuss, compare, contrast, agree or disagree, interpret, evaluate, and summarize. Ho-hum questions don't do much more than get answers!

Responding to any question requires mental processing at some level on the part of a student. Different types of questions tap different levels of thought, ranging from simple to complex. An important part of any teacher's repertoire is an understanding of what mental processes are required to respond to different types of questions and an ability to use these questions, in a logical order, not only to teach information but to develop the abilities of students to think on their own.

The tape which accompanies this section of the workshop presents examples of the following types of questions:

1. Association - relating objects or thoughts as they come to mind.
2. Comparing - determining similarities and differences on the basis of some criteria.

3. Classifying - establishing an arbitrary system of groupings and sub-groupings on the basis of common characteristics of elements.
4. Categorizing - placing objects, events, ideas, etc., into a given classification system.
5. Critical Thinking - a complex process which involves analysis, weighting of components, either quantitatively or qualitatively, and making a selection or decision on the basis of evaluation.

   analysis - breaking down of a problem, a pattern or a concept into its component parts so that the relationships between parts are expressed explicitly.

   evaluation - making a value judgement about something.
6. Creative Thinking - developing or reorganizing ideas, objects, words, etc., and arriving at a product which is novel, original, unexpected, and imaginative.

   synthesis - the process of combining or arranging parts of pieces into a whole to establish a pattern or product not clearly present before. Can be creative to varying degrees.

In addition, an alternate way of looking at types of questions follows below. These "categories" overlap with those presented in the videotape.

ASKING HIGH LEVEL QUESTIONS[3]

The following criteria characterize a low-level question. (Closed Questions)

1. Teacher asks a question which can be answered by a binary pupil response -- e.g., "Yes," "no," or nodding of head to that effect.
2. Teacher asks pupil to describe something in front of him.
3. Teacher has pupil to repeat after him, or requires pupil to respond to a drill.
4. Teacher asks pupil to read aloud, sing, count, spell, or recite by role.
5. Teacher requires pupil to recall something he has experienced or read.
6. Teacher asks pupil to repeat a response that he or another pupil has previously made.

---

[3] "STRETCH" Teacher Education Module 1 Booklet, "Questioning Skills," Metropolitan Cooperative Educational Service Agency.

One or more of the following criteria will be true when a question is a high-level question. (Open Questions)

1. Teacher asks pupil to relate, explain, or give reasons for events by using rules or logic he already knows (e.g., "Why do houses explode when hit by tornadoes?").
2. Teacher requires pupil to demonstrate his understanding of a concept, either by defining the concept, by giving examples, and/or by naming the concept having been given several examples (e.g., "What is a wombat?").
3. Teacher asks pupil to compare or contrast two or more concepts, ideas or opinions (e.g., "What's the difference between wombats and badgers?").
4. Teacher asks pupil to make an inference--i.e., to predict the consequence or guess the cause of an event or action (e.g., "What do you think would have happened if Germany had won the war?").
5. Teacher requires pupil to apply rules he already knows in order to answer the question (e.g., multiply 575 x 234, or diagram a sentence).
6. Teacher asks pupil for opinion or to make a value judgement about something.
7. Teacher confronts pupil with a complex problem or puzzling situation, and requires him to find a solution (e.g., "How could you survive in a wilderness without any weapons, shelter, or food?").

ANALYZING THE QUESTIONS IN YOUR CLASSROOM

Directions for this Activity: Break up into groups according to the number you received. There will be six groups. When your goup is together you will have five minutes to discuss and write down as many examples of the type of questions your number category deals with as you can. These should be realistic examples of questions which you have used in your own classes.

An example: Group #1 Teacher asked, "Did John forget to have his field trip permission slip signed?" "In the story we just read, who broke the window?"

At the end of the five-minute period, a group spokesman will be asked to read your examples to the class. You may use the spaces provided on the back of this sheet to record your examples of questions and to take notes from the examples given by other groups.

← Low-Level Convergent
(Closed Questions)

ANALYZING THE QUESTIONS IN YOUR CLASSROOM

High Level or Divergent
Open Questions
(Many Answers Possible) →

1 Teacher asked student to recall something. (Answer "Yes" or "No" or answer a question with only one answer possible	2 Teacher asked student to describe something.	3 Teacher asked student to compare two or more concepts	4 Teacher asked student to make an inference	5 Teacher asked student to make a value judgment	6 Teacher asked student to find the solution to a complex problem

GUIDES FOR ORGANIZING SUB-GROUPS WITHIN CLASSES

1. Group size should be based on the purpose or objective for the group as well as the student composition of the group.
2. The goals for the group should be clear. The more independent the group will be, the clearer goals need to be.
3. The status of students within a class and the abilities of students to work cooperatively will effect their ability to work together and should be considered when forming a group.
4. Planning for group activities is necessary in two areas:
    a) the goal (outcome) for the group
    b) socialization tasks (organizing, selecting a leader, designating responsibilities, deciding on controls and various ways of working together.)

    To the extent that the group is self-led (that is, the teacher steps out and lets the group work independently), socialization tasks must become an object of specific planning - both in the selection of students who possess these skills and in training groups to operate effectively.
5. It is best to wait to form independent groups until you know the work habits, capabilities and special needs of the individual children and have established firm control of your class, and then to begin slowly, selecting key children for the first group, keeping it small, and clearly defining goals and socialization tasks.
6. Any materials needed by a group should be readily available.
7. Provide feedback on the accomplishment of goals and on the success of group operation (socialization tasks).
8. Provide non-punitive alternatives for students who are not yet, or sometimes not ready to participate in group activities.

Groups are especially valuable to help students attain needed skills not developed in other ways. In a fluid, exciting learning environment, purposeful activity becomes a natural response. We adults enjoy other adults and learn well from them. The same is true of students and student interest. It is the skills lacking that need to be taught and learned. Think how much waste could be eliminated in our society if we would stop trying to teach people things they already know!

Groups form, shift membership and dissolve more or less continuously on the basis of common interest. Sometimes they are instigated by the teacher, but more often in a self-directed classroom they develop spontaneously. Such groups may be for a variety of purposes and involve a multitude of activities. Think of theadded values when your students work together to:

- write a story that may be presented to the class or taped for other groups to listen to and evaluate

- prepare to read a play of their own or one already written, for presentation to their class or another in the school
- preview and evaluate a film for use by a larger group or the entire class
- carry out the various functions necessary to the writing and "publishing" of a class or school newspaper
- decide on significant questions to pose to a larger group or class for the purpose of stimulating discussion of main issues in an area of learning
- use a listening post with either teacher, child, or group-made tapes
- watch film loops, filmstrips or film and record combinations also for a self-identified purpose
- solve a problem of the moment, as when one or two children say, "We need to discuss this with everybody working on our project" or "...with everybody playing baseball at noon."

School classes will never shrink to the size that is "natural" for students. One alternative is to create within the larger class, some smaller groups--subgroups capable of accomplishing desirable learning tasks and of demonstrating behavior that is conducive to learning.

Individual and Group Activity: MAKE YOUR OWN GROUPS

The situations in this activity will give you practice in looking at grouping problems in terms of accomplishing objectives. You may put down any approach that you think will best solve the problem. When everyone has finished, a large group discussion of answers might be enlightening.

1. If I had a large quantity of food and one hundred hungry people to feed in the quickest manner possible, I think the best grouping approach might be to ______________________
____

2. If I had one hundred people at a banquet and the conversation was really more important than the food, I believe I would seat the people and serve the food in the following manner:
____
____

3. If I had to plan the feeding arrangements for 50 people (25 of whom had to be fed by somebody else), I think the most efficient way to get everyone fed would be to ____________
____
____

4. If I were planning high school math for 27 students (5 who are good at math, 10 who are average, and 12 who catch on slowly) I think my best grouping arrangement would be to
____
____

5. If I had 76 girls interested in learning to sew and I had only 12 sewing machines, I would set up my teaching schedule as follows: ______________________________________
____

6. If I had 23 students (16 boys and 17 girls) and each of them needs to listen to a cassette recording, draw a picture, and write a story, I would set up the following groups and schedules to get all 23 students through all three activities in the shortest period of time__________________________
____
____

HOMEWORK ACTIVITIES

MODULE #1

Choose one of these activities which best suits your needs as a classroom teacher. Complete the activity according to the directions provided with each, and turn in your completed project at the next class meeting.

Homework Assignment #1

Individual Activity

CRITICAL THINKING

DEFINITION: A complex process which involves analysis, weighing of components either quantitatively or qualitatively, and making a selection or decision on the basis of evaluation.

SAMPLE QUESTION: Given two or more alternatives, which one would you select and why? Evaluate the following ______________________________?
What were your reactions to this __________________________?

EXAMPLE:

Language Arts - Pupils are provided with a book, a play, a short story, a poem, etc., and are asked to evaluate the work. Did they like or dislike the work? Why? Given two or more newspaper accounts and select the one which they view as most accurate. Pupils prepare criticisms of a given piece of writing and are then asked to compare their products and define their views.

Social Studies - In our school we have rules to govern our behavior. Which of these rules do you think are very important? Which would you discard. Why? Having discussed George Otwell's 1984, the following question is raised: Do you think our government should put a telescreen in everyone's home? Give reasons for your answer.

Mathematics - Given three different methods of measuring the school yard, pupils are asked to elect the most precise method and substantiate their choice. Given the interest rates at a variety of banks, pupils are asked to select the bank which offers the highest return and substantiate their selection with data.

Science - Given a variety of theories of the birth of the solar system, pupils are asked to select the one which is most acceptable to them and substantiate their choice. Given a list of scientific inventions pupils are asked to list these inventions in terms of their value to man. Given a hypotheses and two or more experiments, pupils are asked to select the experiment which would best test this hypothesis and state the reasons for their choice.

Music - Pupils review the scores of two or more musical compositions, select the one which is most difficult to perform, and state the reasons for their choice. Pupils examine the construction of a group of musical instruments, decide which offers the greater versatility and why.

Art - Given a variety of art products pupils are asked to evaluate these products, select those which they like or dislike, and justify their responses. Pupils evaluate their own art work and identify their strengths and weaknesses.

Taken from: "STRETCH" TEACHER MODULE BOOKLET, "QUESTIONING SKILLS," Metropolitan Cooperative Educational Service Agency.

Homework Assignment #1

Make up three statements from the area in which you teach. Turn those statements into statement/questions that would cause students to do critical thinking.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Homework Assignment #1

Individual Activity

ASSOCIATION

DEFINITION: Relating objects or thoughts as they come to mind.

SAMPLE QUESTIONS: List all the things that come to mind when you think of ________.

EXAMPLE:

Language Arts - Communication, books, poetry, play, novel, short story, grammar, dictionary, reading, speech.

Social Studies - History, geography, topography, map, laws, constitution, government, survival, democracy, liberty.

Mathematics - Number, set, addition, subtraction, multiplication, division, geometry, measurement, circle, area.

Science - Earth, air, fire, water, animal, plant, energy, atom, cell, experiment.

Music - Sound, noise, silence, note, pitch, rhythm, song, lyric, strings, opera.

Art - A work of art, balance, symmetry, color, form, beauty, proportion, media, abstract art, tools.

Write three sample questions that will call upon the student to use association.

1. ____

2. ____

3. ____

Homework Assignment #1

Individual Activity

COMPARING

DEFINITION: Determining similarities and differences on the basis of some criteria.

SAMPLE QUESTIONS: List the similarities and differences between ____________________.
Compare the following ____________________.

EXAMPLE:

Language Arts - Two or more: words, sentences, stories, poems, newspaper articles, authors, poets, prose and poetry, characters, settings, moods.

Social Studies - Two or more: historical events, maps, forms, government, presidents, cultural regions, religions, climates, documents, explorations, political organizations.

Mathematics - Two or more: number systems, solutions to a given problem, geometric forms, fractions and decimals, measurement systems, tools of measurement, theorems, arithmetic operations, equations, bases.

Science - Two or more: animals, plants, animals and plants, kinds of energy, forms of energy, atoms and molecules, chemical and physical changes, adaptations of organisms to their environment, hypotheses, experimental deisgns.

Music - Two or more: composers, instruments, sounds, rhythms, sections of an orchestra, compositions, types of music, music and noise, periods of music, melodies.

Art - Two or more: works of art, artists (early and late), works of artist X, types of art, art forms, styles of art (realism, impressionism, cubism, etc.), media, art in various cultures, styles of alphabets, colors and moods.

Write three questions that will require students to utilize their powers of comparison.

1. ____

____

2. ____

____

3. ____

____

Homework Assignment #1

Individual Activity

CLASSIFYING

DEFINITION: Establishing an arbitrary system of groupings and sub-groupings on the basis of common characteristics of elements.

SAMPLE QUESTIONS: On the basis of some common characteristic(s), place these items, objects, ideas, etc., into groups.

EXAMPLE:

Language Arts - Group the following: letters, sounds, words, sentences, pictures, stories, poems, essays, authors, verbs, newspaper articles, titles.

Social Studies - Historical events, dates, presidents, forms of government, cities, states, countries, cultures, city governments, natural resources, methods of transportation, methods of communication, documents.

Mathematics - Numbers, geometric forms, fractions, problems, arithmetic examples, measurement systems, theorems, axioms, sets, subsets, equations.

Science - Animals, plants, rocks, planets, cells, organs, functions, senses, forces, sounds, elements, compounds, mixtures.

Music - Tones, beats, chords, scales, sounds, pitch, melodies, qualities, composers, musical compositions, instruments, operas, styles of music.

Art - Colors, media, shapes, subject matter, landscapes, portraits, abstract art, artists.

Make up three questions that will require students to use their powers of classifying.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Homework Assignment #1

Individual Activity

CATEGORIZING

DEFINITION: Placing objects, ideas, events, etc., into a given classification system.

SAMPLE QUESTION: Given the following known groups, place the items, objects, etc., into one or more of these groups.

EXAMPLE:

Language Arts	- Consonants, vowels, nouns, common nouns, adjectives, adverbs, fiction, non-fiction, editorials, columnists, features, news items.
Social Studies	- Forms of government, democracy, dictatorship, monarchy; methods of transportation, land, sea; methods of communication, oral, written, aural, air, branches of government, executive, judicial, legislative.
Mathematics	- Numerals, numbers - rational, irrational, integers, fractions, decimals, real, imaginary, negative, positive, equations - linear, quadratic - geometric forms.
Science	- Matter - organic, non-organic - forms of energy, sources of energy, rocks - igneous, metamorphic, sedentary - animal - protozoa, fish, amphibians, reptiles, birds, mammals.
Music	- Types of: music, vocal, instrumental, sacred, religious, secular, national, etc.; musical instruments: strings, percussion, woodwind, brass, keyboard, etc.; functions of music, elements of music, types of dance forms in music, composers and compositions.
Art	- Landscapes, portraits, still lifes, realism, impressionism, verbal art, non-verbal art, mixed art, cubism, commercial art, graphic art, useful arts, media, styles of architectures.

Make up three categorization questions.

1. ____

____

2. ____

____

3. ____

____

Homework Assignment #1

Individual Activity

DIVERGENT THINKING

DEFINITION: Offering at least two or more patterns, responses, or solutions to the same problem.

SAMPLE QUESTION: How many different ways can you ____________________?

EXAMPLE:

Language Arts - How many different; (a) ways can you use to communicate? (b) endings can you write for story X? (c) ways can you combine these words? (d) titles can you provide for this poem, story, newspaper article, etc.?

Social Studies - What would have happened if: (a) America had not been discovered until the 19th century? (b) the Indians had refused to sell Manhatten Island? (c) King John had not signed the Magna Carta? (d) England had won the American Revolution? State two or more consequences.

Mathematics - How many different ways can you: (a) use numbers? (b) add numbers? (c) measure the play area in the school yard; (d) express X information in mathematical terms?

Science - How many different ways can you: (a) test hypotheses? (b) combine the following elements? (c) control air pollution; (d) classify these skills, animals, plants? (e) use the material "Zerg" which has the following properties?

Music - Given 4 beats, create as many rhythmic patterns as you can. How many different ways can you produce sound with these materials: strips of paper, rubber bands, wooden blocks, bottles, glasses of water, forks, and yourself?

Art - In how many different ways can you: (a) change the mood of a picture? (b) express emotions through art? How many different: (a) pictures can you create with the following shapes and lines? (b) objects can you construct with your body.

Make up three sample questions that will stimulate divergent thinking.

1. ____
____

2. ____
____

3. ____
____

Homework Assignment #1

Individual Activity

CONVERGENT THINKING

DEFINITION: Arriving at one pattern or one solution out of diverse elements.

SAMPLE QUESTION: Find the correct solution or response to ____________________.

EXAMPLE:

Language Arts - Spell the following words correctly. Punctuate the following paragraph. Name the authors of the following books. List five plays written by Shakespeare.

Social Studies - Provide the correct dates for the following events. Name the president of the United States. State the terms of 'X' treaty. List the four causes of the Civil War.

Mathematics - Define a numeral. Identify the following geometric forms. Add the following numbers. Write the proof of the Pythagorean Theorem.

Science - Define the following terms: atom, molecules, etc. Identify the following rocks. List the organs of respiration. Draw and label a diagram of an animal cell.

Music - Name the composers of the following compositions. List three famous compositions of Mozart, Define the following: andante, allegro, piano, pianissimo, etc. Name the notes on the following piece of music.

Art - Name five old masters. Define the following terms: symmetrical, asymmetrical, perspective, proportion. List the primary colors and complementary colors. Name five art forms.

Make up three convergent thinking questions.

1. ____

____

2. ____

____

3. ____

____

Homework Assignment #1

Individual Activity

CREATIVE THINKING

DEFINITION: Developing or reorganizing ideas, objects, words, etc., and arriving at a product which is novel, original, unexpected, and imaginative in its new form.

SAMPLE QUESTIONS: Create or design a _______ . Make up a story_______________ .
If you were a________what would you do? Change the _______ .
Invent a_______ . Imagine what would happen if ____________ .

EXAMPLE:

Language Arts - Invent a new language. Change the beginning or ending of X poem, story, play, etc. Imagine that you have become a famous person; write a newspaper account of your accomplishments.

Social Studies - Create your own account of a new explorer who discovered an unknown culture. Invent what you would consider a utopian society.

Mathematics - Invent a number system and demonstrate how you would use it. Imagine that you are Gauss; write a short account of a day in your life. Pretend you are a geometric form. Describe your feelings.

Science - Describe what would happen in a world without: (a) gravity, (b) light, (c) air, (d) plants, (e) water. Describe what life would be like on a flat world. Imagine you are an atom. Describe what you would do.

Music - Using music, how would you describe (a) air, (b) water, (c) fire, (d) light, (e) electricity, (f) largeness, (g) smallness, (h) roundness, (i) freedom, (j) discovery. Select a poem or short story and invent a song which expresses your feelings about it.

Art - Create a picture which expresses (a) happiness, (b) sadness, (c) excitement, (d) frustration, (e) fright. Given the following lines and shapes, create: (a) landscape, (b) portrait, (c) still life. Select a color and pretend that you are that color. Describe your thoughts and feelings.

Imagine you have discovered a new planet. Describe what you would do with the new world.

____

____

____

____

Homework Assignment #2

Please follow the directions below and choose two of the activities listed on these pages to try with your class. Write a short report on how it worked in your situation.

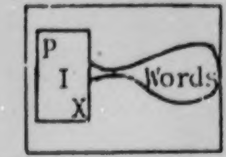
LANGUAGE EXPERIENCE SPARK PLUGS

*Below are listed some activities which can be adapted to almost any grade level to build student participation and increase language usage and learning. As you read the list, place a check mark in one of the columns at the left to indicate whether (1) you have used that exact activity before, (2) you have used one similar, (3) you could adapt the activity to your student's age level, or (4) the activity could not possibly be adapted for use with your students.

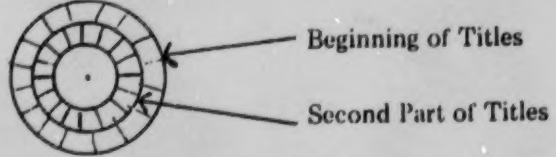
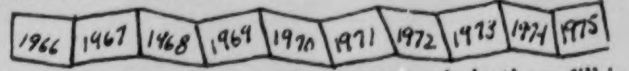
USE IT	USED ONE LIKE IT	COULD BE ADAPTED	COULD NOT BE ADAPTED	
				1. News period . . . "show and tell"
				2. Using episodic pictures (or films or filmstrips with the sound turned off)
				3. Making a picture-dictionary.
				4. Gathering topical information from several sources.
				5. Charades, pantomime, puppetry, shadow play, role play.
				6. Puns, riddles, limericks, jokes, tall tales.
				7. Making a "sentence that never stops."
				8. Take a "naming" walk outside the classroom and name as many objects as you can that you see.

Taken from: "STRETCH" TEACHER MODULE BOOKLET, "LANGUAGE EXPERIENCE APPROACH," Metropolitan Cooperative Educational Service Agency.

Homework Assignment #2

				9. Tell only the beginning of a story. Let the students finish it.
				10. Have students converse over "pretend" CB radios.
				11. Act out words that tell "how" someone does something. (slowly, quietly, nervously, quickly, etc.)
				12. Play different kinds of music as the students write.
				13. Have students cut out magazine pictures and paste on paper. Make balloons for words the person might be saying, e.g. 
				14. One can learn much about a student's feelings and background by holding up a swatch of color and asking, "What does this red color make you think of?" Colors of yellow, orange, brown, green, purple, blue or pink will remind individual children of wholesome or unwholesome, happy or unhappy experiences. Students can put these thoughts into rhythmic expression.
				15. Watching a bud opening in a vase of water, a plant growing, or a moth emerging from a chryselis can help students become more observant, help them to understand time and inspire them to create little poems. Ask: How does it look today?, How did it look last week? (yesterday?) How will it look tomorrow?
				16. Make "Guess & Write" folders. Glue a picture inside of a file folder (or a folded piece of construction paper). Cut one or more holes in the front of the folder to reveal parts of the picture. For example, show only the shoes of a basketball player shooting a basket or just the smile of a child holding a puppy. Then write one or more questions on the front of the folder. For the basketball player the questions might be: (1) What can you see? (2) Who do you think they belong to? (3) Would you like to be this person? Why or why not? For the smile picture, you might ask simply, "Why the big smile?" The student can write his guesses or answer these

Homework Assignment #2

				16. questions. Then he opens the folder and sees the whole picture. Another set of questions or directions could be written on the inside cover, such as: (1) What part of your guess was right? What part was wrong? (2) Write a story about what is happening in the picture. Thus the student writes his speculations on the picture first and then his observations of the whole picture.
				17. Use a Title Twister  Twist inner circle and match with words on outer circle. e.g., Outer circle What ever happened to Inner circle — the Chocolate Hamburger?
				18. Explain the concept of time lines to children and have each child make one of his/her own life. e. g.  1966 1967 1968 1969 1970 1971 1972 1973 1974 1975 Children can take these home and parents can help them fill in the spaces with memorable events. Then they can be returned to school and displayed. e.g. One child wrote, "I was born in this year (1966) and both my father and mother were in the room."
				19. Students make valentines. They paste the valentine on one side of the construction paper. On the other side they write the steps they followed for making the valentine. Then they trade papers and another child must try to make the same valentine by reading and following the directions. He can look at the other side to see if he got it correct. Another variation is to have a student read a set of directions and another student finds the valentine that is being described.
				20. Problem: You are a wad of gum in a bubble gum machine. You hear there is going to be a bubble gum convention at the Double-Bubble Hotel. You have to tell how you get out of the machine and how you got out of someone's mouth and to the conventio.

Homework Assignment #2

				21. Write a pen pal letter.
				22. Put something into a bag. Ask a friend to write about what he feels in the bag.
				23. Write something in a language only you can understand.
				24. Write a story especially for little children.
				25. Write a sentence or a story that you won't share with anyone.
				26. Write a story. Put it away for two weeks. Then read it to yourself. What do you think of it now?
				27. Write a story that has no ending. Share it with a friend. Ask your friend to think of how the story can end.
				28. Write a story that has no beginning. Share it with a friend. Ask your friend to think of the way the story can begin.
				29. Write a sentence in which no words begin with a vowel.
				30. Cut a piece of cardboard into an interesting shape. Write a story on the shape.

Homework Assignment #3

Individual Activity

GROUPS THAT I CAN USE

The chart below summarizes twelve types of groups commonly used to accomplish business and educational objectives. Read the brief descriptions in the column at the left. Then, write the way you might adapt that group procedure to your own purposes. In your answer be specific about subjects, topics, or even specific students you think might benefit from each group format.

1. OPEN-DISCUSSION GROUP encourages students to get involved and more interested in contributing ideas, taking turns, listening attentively, and staying on the subject. Works best with up to eight students. The teacher's role is to start it and then stay out of it as much as possible	1. I could use this approach when I want the class to
2. TUTORIAL GROUP presents some real advantages over the delivery of factual information in large group settings. The teacher can direct learning more specifically by asking questions and making sure what is understood as things move along. Works best with 6 to 8 students. (Note: some tutorial lessons are not better off with a small group than without one.)	2. One lesson that would really be better taught in small groups is
3. ASSIGNED-ROLES GROUP utilizes role-playing techniques. Students are given the characteristics and ideals of some character that they will "speak for" in the free discussion which follows. This approach is excellent for helping students to "see another side" to any situation. It works best with a maximum of six students, though observers can learn as well.	3. If I assigned roles for the students, they might understand better the problem of

Taken from: "STRETCH" TEACHER MODULE BOOKLET, "GROUPING AND SPECIAL STUDENTS," Metropolitan Cooperative Educational Service Agency.

Homework Assignment #3

4. RESEARCH GROUPS put teams of 3 or 4 students on the trail of some problem solution, which must be reached through six important research steps: (1) formulate the problem (2) formulate the hypothesis (3) design a study (4) execute the plan of investigation (5) interpret the findings (6) arrive at conclusions	4. My students need to apply systematic study techniques like those to
5. TASK-FLEXIBILITY GROUP allows the students to select from any of several tasks and pursue those tasks in groups of varying sizes and compositions. The teacher establishes the activities and maintains contact with the groups as they progress on each center.	5. Any one of several tasks would accomplish my goals for the students in the area of
6. INVESTIGATIVE GROUP emphasizes the specific scientific steps of attacking and solving a clearly defined problem. The teacher maintains a close touch throughout and keeps the group to three, maximum of four.	6. Several kids in my class could really benefit from this. They are:
7. HEURISTIC GROUP process places responsibility on the teacher for organizing and controlling the process. Between 5 and 8 students, are given part of the information leading to a specific conclusion. They find the rest of the way by asking the right questions. Students learn questioning skills.	7. This kind of discovery game could be perfect for

Homework Assignment #3

8. GROUP TALK MODEL incorporates the element of feedback into the students study of group interaction skills. Either a tape recorder or a note-taking secretary is used to allow the group to review its success at "discussing the rules". The group should not exceed four students and the teacher's role is primarily that of referee and parliamentarian.	8. A recorder could help my students realize the way they are
9. BRAINSTORMING GROUP allows groups up to 12 to attack a problem together. The teacher acts as a facilitator, particularly in seeing that there is no discussion of the potential solutions as they are being suggested. The uniqueness of the idea is that no negative responses are allowed, no suggested ideas are thrown out, until the end of the thought-generated stage. Ideal for opening up the students' minds, fostering the divergent approach.	9. I need to use this technique to help my students be more open-minded about
10. SOCRATIC-ANALYSIS GROUP involves students in the socratic method of finding an answer (or leading another to an answer) by asking appropriate leading questions. The groups work best with between 5 and 8 students, one of whom is designated as a discussion leader. The teacher decides on a controversial (perhaps unanswerable) question for discussion, asks it to the group(s) and then listens in asking questions occasionally to nudge the direction of the group's progress.	10. Several of my students could serve as good group leaders in an exercise like this one. I might use any of the following:

Homework Assignment #3

11. **COLLOQUIUM** combines individual study with group criticism and examination of a topic. A student who has learned about a project or topic "presents" what has been learned and then defends his position of answers inquiries from a board of 4 to 8 peers. This can be a valuable from "Show and Tell" through graduate school, if the teacher is sensitive to the maturity levels of the students and keeps the criticism positive.	11. I could use this approach to highlight what my students are studying individually in
12. VALUE CLARIFYING GROUP involves 4 to 6 students in examining elusive human values. The teacher's task is to present value questions in such a way as to show the rightness of both sides, then leave the students to discuss and compare. The objective is self-evaluation by the students as well as a broadening understanding of the sincerity of those who hold to values which conflict with ours.	12. One specific human value that my students need to consider more seriously is that of

Homework Assignment #4

Create the beginnings of a learning center which will be of use to you. To do this, you will need to follow these steps:

1. Choose a topic or unit idea which suits your students' needs.
   Example: Identifying Simple Geometric Figures

2. Develop three performance objectives for this unit or center.
   Example: Given six geometric figures, the student will be able to match the circle to the circle, the square to the square, and the triangle to the triangle (with 100% accuracy)

3. Develop a pre- and post-test for each objective.
   Example: Pre-test: Put an X on the square.
   Post-test: Draw a square.

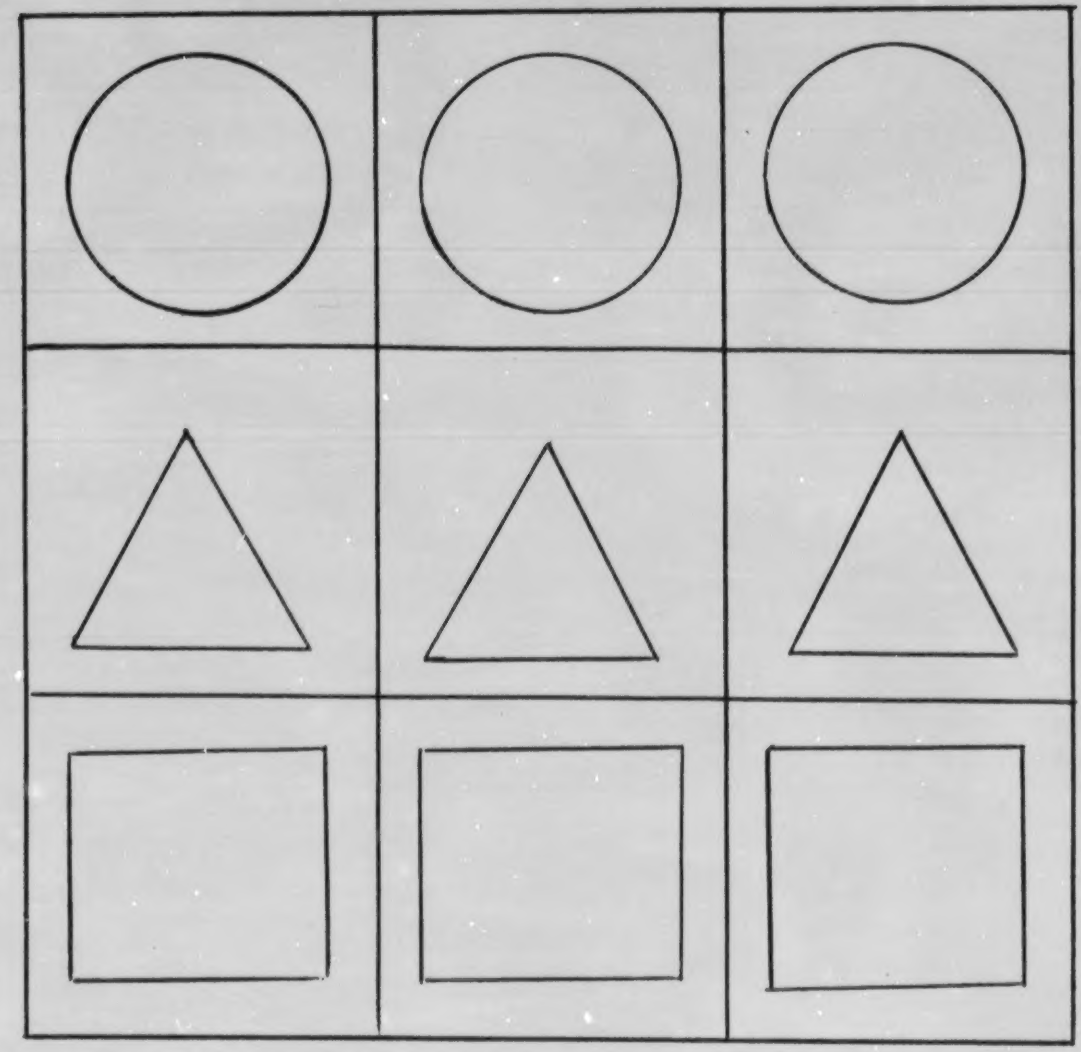
4. Decide on the methods you will use to teach the skills for this unit.
   Example: Games, task cards, paper and pencil activities, simulation, matching on the flannel board, films, etc.

5. Decide on the necessary resource materials and storage areas for this center.
   Example: A-V equipment, work areas, worksheet or task card storage areas, individual folder areas, simulation packets, etc.

6. Decide on your grouping and scheduling procedures for the center.

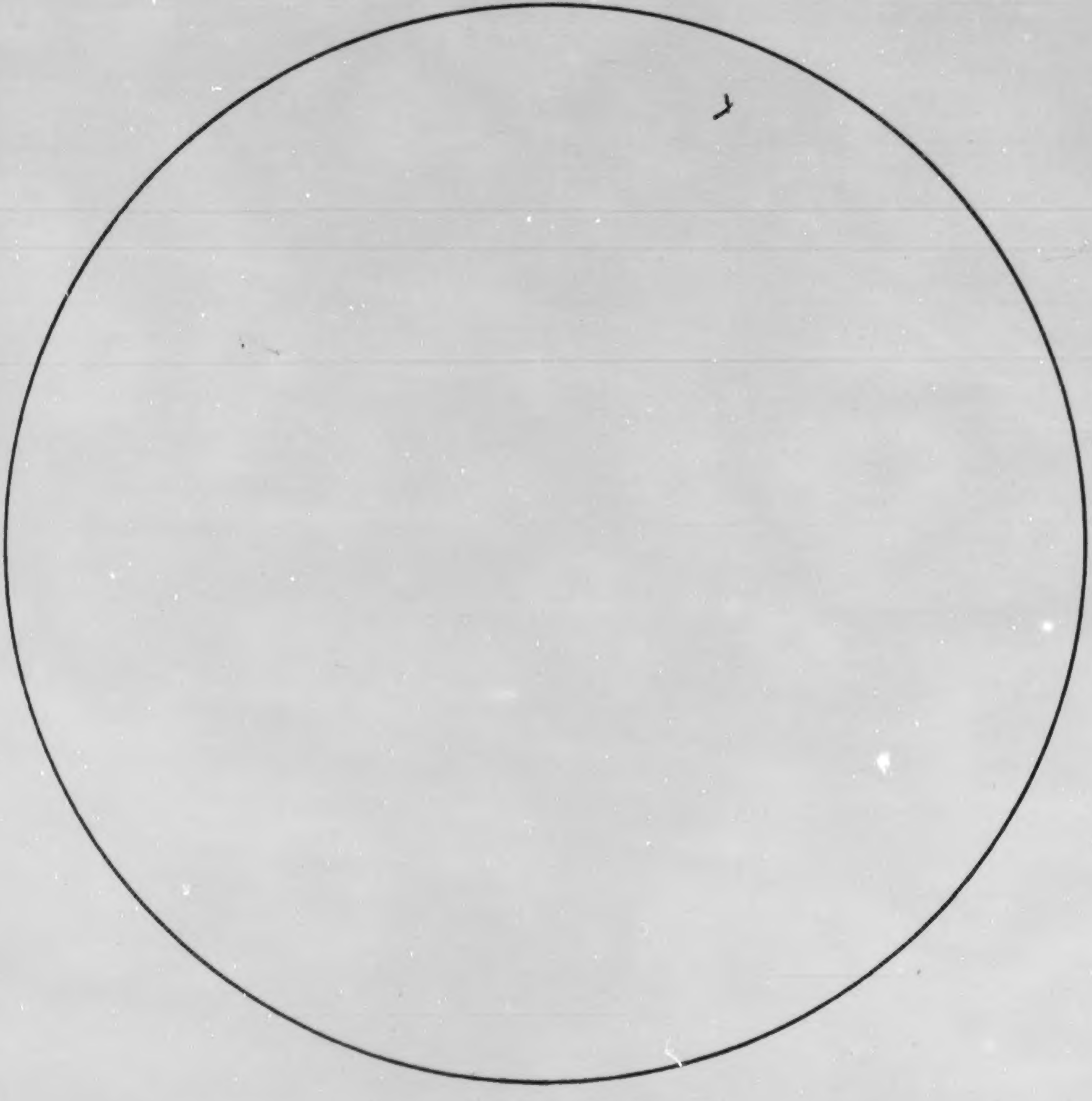
You may turn this project in as a paper, using illustrations where necessary (for games, storage areas, pre- and post-tests, etc.) or you may develop it as a real learning center, and bring it in its entirety to class next week, to be shown to the instructor and given back to you to use in your class.

Instructor's Schedule Cards for Group Activity:
"TAKE FIVE"

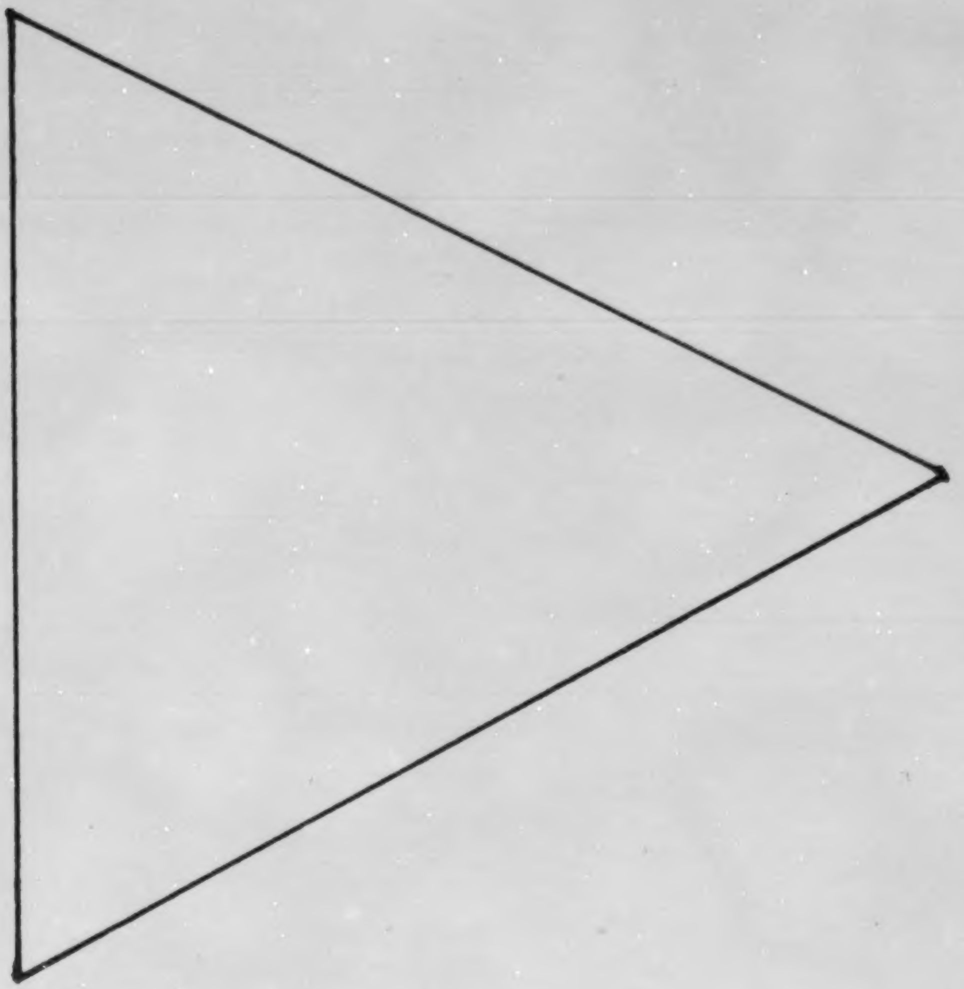


Xerox as many copies as are needed depending on class size (i.e., 27 teachers, xerox 3 copies). Cut. Pass one out per teacher (i.e., with 27 teachers, you will have 9 teachers per group). Each teacher will go to their appropriate "group symbol" in the room to form their group.

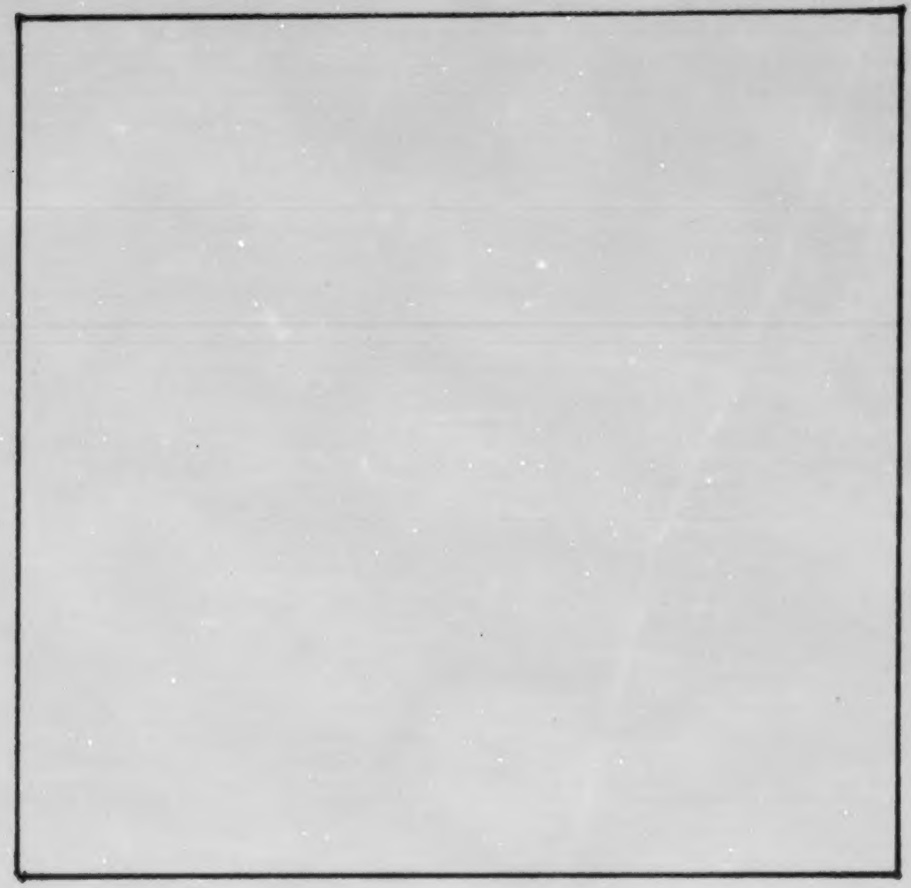
Instructor's Symbols for Group Activity
"TAKE 5" Zerox and Cut or Duplicate



Instructor's Symbols for Group Activity "TAKE 5"



Instructor's Symbols for Group Activity "TAKE 5"



WORKSHOP # 2
(1/17/79)
Linda Craig

Approximate Time	Activity	Materials Needed
15 min.	Teachers will view a filmstrip, "Educational Objectives". They will answer the questions provided in the accompanying teacher's manual while viewing the filmstrip. They will view the filmstrip up to but not inclusive of the part where they are to modify objectives. When they finish answering the accompanying questions, the activity will be complete.	Filmstrip, "Educational Objectives" VIMCET Assoc. 1967 Handout #1 p.7 Instruc. Man. #1-12 F.S. Proj.& cass.Tape rec.,screen
5 min.	Teachers will view the first segment of the video tape for STRETCH, Individualized Instruction, to the point of conclusion of the segment on "Instructional Goals".	STRETCH VT Indiv.Inst. Handout #2 "Broad & Specific Obj." Vid.Tape Rec.
20 min.	Teachers will be paired. They will be assigned a type of learner and a topic. Each pair of teachers will write an objective and an activity which is appropriate for the learner and the topic. They will put this information on a sheet of acetate. Then a maximum of 5 selected pairs will present on the overhead projector to the rest of the group, the objective and activity they have written. This segment of the lesson plan will be complete after the last pair have presented.	Types of Learners Cards (17) Topic cards (17) Acetate and Grease markers (17) Overhead proj.&screen
10 min.	Teachers will be given a set of objectives for an instructional unit on leisure time activities. They will determine if an objective is missing and state an objective that should be included based upon the group of students and the situation they have just viewed in the STRETCH VTR of the leisure time unit. This activity will be complete after the handout has been corrected.	Handout #3 "Objectives for Leisure Time Unit"

EC123251

Approximate Time	Activity	Materials Needed
10 min.	Teachers will be given a set of objectives to accompany the unit of "leisure time" viewed on the STRETCH tape. They must sequence these objectives in a logical order. When the H.O. is corrected, the activity will be complete.	Handout #4 "Objectives for Leisure Time Unit-Sequencing" (35)
15 min.	Teachers will view Step IV of the STRETCH VT, Individualized Instruction, "Designing Instructional Strategies". After viewing this segment, they will be presented with a sample lesson plan. Using the group of learners whom they have just viewed, as their hypothetical class, the teachers will identify at least three teaching procedures which are appropriate for the objectives and the learners. They will then write two teaching procedures which would be appropriate for that sample lesson plan. One should be teacher-centered and one procedure should be learner-centered. When the handout is corrected, the activity will be complete.	STRETCH VT Indiv.Inst. Handout #5 "Sample Lesson Plan for Leisure Time Unit" (35) Vid.Tape Pl.
15 min.	Teachers will view the segment on STRETCH VT, Individualized Instruction, Step IV "Selection/adjustment of Instructional Material". After viewing this segment, the teachers will identify one learning activity which took place in the segment. They will then specify one segment of content which the learners were expected to master, one piece of commercial material, one piece of original material and one piece of media which were used to develop this learning activity. Using this same VT selection as a base, the teachers will then plan one original material which could be used to extend the learning activity viewed on the tape. After correcting the h.o., the activity is complete.	STRETCH VT Indiv.Inst. Handout #7 "Learning Activities for Leisure Time Unit" (35) Vid.Tape Pl.
10 min.	Teachers will be given an objective and a list of activities. They will identify those activities which would result in the following a) the learning of factual information, b) application of information, c) synthesization and summarization of information and d) making a judgment about the value of information. After correcting the h.o., the activity is complete.	Handout #8 "Instruction at a Variety of Levels" (35)

Approximate Time	Activity	Materials Needed
15 min.	Teachers will view VT segment #57. They will judge whether the teacher paced the lesson adequately. They will list two ways in which teacher #57 monitored the learning rate of her students. Then they will list an additional activity the teacher might do and judge the amount of time it would take with the student on the VT. After the h.o. has been corrected, the activity is complete.	VT teacher #57 Handout 9 "Pacing Instruction" (35) Vid.Tape Pl.
10 min.	Teachers will view VT segment #44. They will rate the teacher on her ability to evaluate student responses. Teachers will fill out a checklist based on the indicators for this dimension to rate Teacher #44 on the indicators and descriptors. After a few ratings have been shared, the activity will be complete.	VT teacher #44 Handout 10 "Evaluating Student Responses" (35) Vid.Tape Pl.
15 min.	Teachers will view VT teacher #55. They will then identify other AV media which could be used to continue the lesson for these students. Teachers will outline a simple plan for the production of one original AV material which could be used by teacher #55 in her lesson. Upon completion of the h.o., the activity will end.	VT teacher #55 Handout 11 "Planning for Use of AV and Other Instructional Equipment"(35)
15 min.	Teachers will be given a topic and a set of activities. They must sequence the activities in an order from simple to complex and concrete to abstract. They will star those items which will provide opportunity to acquire prerequisites which learners need to master the objective related to that topic. Teachers will also identify an activity which entails application of knowledge gained about the topic. In addition, they will write one original idea for inside or outside the classroom for a class or an individual which involves application of knowledge about the topic. When they finish the handout, the activity will end.	Handout 12 "Activities: Sequence, Prerequisites, Applications" (35)
	Homework assignments will be made. End of workshop.	Homework Assignments

HANDOUT #1

Taken from Instructor's Manual to "Educational Objectives", VIMCET Associates, 1967.

EDUCATIONAL OBJECTIVES ANSWER SHEET

Do not use this sheet until instructed to do so.

1. YES NO
2. YES NO
3. YES NO
4. A B
5. A B C D
6. A B C D
7. A B
8. A B
9. A B
10. A B
11. A B
12. YES NO

WORKSHOP #2

TYPES OF LEARNERS CARDS

1. Physically handicapped - very little fine motor control in the hands.
2. Physically handicapped- no use of legs, in a wheelchair.
3. Emotionally disturbed - frequent outburst of anger.
4. Emotionally disturbed - cries frequently.
5. Grossly overweight; very sensitive.
6. Visually impaired; corrected by glasses but cannot see board from back of room.
7. Auditory Impairment - 80% hearing with use of a hearing aid.
8. Shy, withdrawn student. Finds it difficult to participate in a group.
9. Social butterfly; likes to chatter; has difficulty listening to lecture.
10. Exhibits very disruptive behavior; constantly trying to get attention of the teacher.
11. Gifted student; has tremendous ability to grasp assignments quickly.
12. "Star pupil"; able to leap tall buildings with a single bound.
13. Often seeking teacher's attention with disruptive behavior; superintendent's son.
14. Cannot read well; is very embarrassed when asked to read orally.
15. Very helpful; likes to tutor slower students.
16. Is a word-caller; doesn't understand much of what he reads.
17. Great reader, poor in math; has developed a real phobia about it.

NOTE: Teachers may decide on the age of the learner they have chosen.

WORKSHOP #2

TOPIC CARDS

Learning to bowl as
a leisure time activity.

Learning macrame as a
leisure time activity.

Photography as a leisure
time activity.

The Civil War

Multiplying 2-digit
numbers

Testing the veracity of
the "Zest" commercial as
shown on TV

Finding factual information
in a newspaper
article

Using a map to find a
route with the most
interstate highways
from Atlanta to St. Louis

Identifying parts of
speech

Learning to make a
collage.

Distinguish $\frac{4}{4}$ rhythmic

pattern in a musical
selection

Making chocolate chip
cookies

Unit on The Family

Religions of the World

Parts of a plant

Nutrition

Place value

WORKSHOP #2

HANDOUT #2

DIRECTIONS: Read the following objectives. Put a B by the objectives which you think are Broad. Put an S by any objectives which you consider to be Specific.

1.____The students will find 5 pictures of people who are pursuing leisure time activities.

2.____The students will find out about a varieyt of leisure time activities which could be available to them.

3.____The students will become aware of different ways of researching for information on a given topic.

4.____The students will identify 3 leisure time activities which they feel they might pursue in the future.

5.____The students will classify leisure time activities as active or passive.

6.____The students will list skills necessary for proficiency in in 1 leisure time activity of their choice.

7.____The students will become aware that "all work and no play makes Jack/Jill a dull boy/girl."

HANDOUT #3

OBJECTIVES FOR LEISURE TIME UNIT

The student will be able to

identify three leisure time activities which would be of interest to him/her at the present time.

classify leisure time activities as active or passive.

list resources necessary to the pursuit of one leisure time activity of their choice.

list skills necessary for proficiency at one leisure time activity of their choice.

find one piece of information about the history of leisure time activity of their choice.

MISSING OBJECTIVES

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

HANDOUT #4

OBJECTIVES FOR LEISURE TIME UNIT - SEQUENCING

DIRECTIONS: Read the following objectives for a leisure time unit. Then in the space provided, put the objectives in a logical order.

GO FLY A KITE

The student will be able to

A. locate a craft book which contains specific directions on the type of kite he/she has chosen to make.

B. follow the written directions for making a kit.

C. use an encyclopedia to find information about various kinds of kites.

D. test the kite to see if it can fly.

E. find information on the proper conditions for flying a kite.

F. gather the materials neccessary to make the kite of his/her choice.

G. identify one type of kite that he/she wants to make.

H. read the directions for making the kite he/she has chosen.

1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____ 8._____

HANDOUT #5

SAMPLE LESSON PLAN FOR LEISURE TIME UNIT

GOAL: Students will become familiar with a variety of resources which are available in order to conduct research on a topic.

OBJECTIVE: The student will be able to list three resources or materials which could be used to find information about a leisure time activity which he/she has chosen to pursue.

MATERIALS:
- Encyclopedia
- Reader's Guide to Periodical Literature
- Yellow Pages, Telephone Directory
- Card Catalog
- Dictionary
- Almanac

MEDIA: Overhead projector and Screen

TEACHING PROCEDURES:

1. Using a series of transparencies, the teacher will present on the overhead projector a variety of leisure time activities in the categories of team sports, individual sports, arts, crafts, music, intellectual hobbies or interests and games. (15 min.)
2. The student will list 1 leisure time activity in which he/she feels an interest. (5 min .)
3. Using a lecture format, the teacher will show the student the following resource materials which are available for his use in researching for information about the leisure time activity of his/her choice. The materials to be shown and explained are the encyclopedia, Yellow Pages, Reader's Guide to Periodical Literature, Card catalog, dictionary and almanac. (15 min.)

CONTENT:

Information from Leisure Time - the Best Time by Bert Lance, Nat. Bank of GA. Co., 1978 pp. 63 - 98.

Information from Research Skills for High School Students by Footnotes, Inc., 1968, pp. 32 - 39.

EVALUATION: The student will take a test in which he/she is to match the the leisure time activity with the available reference material which could be used to get information about the activity. At the end of the matching test, the student will list 3 other materials which could be used to find information about leisure time activities.

HANDOUT #6

TEACHING PROCEDURES FOR LESSON PLAN FROM LEISURE TIME UNIT

DIRECTIONS:

After viewing the STRETCH Video Tape, Individualized Instruction, "Designing Instructional Strategies", consider the learners that were in the tape as a hypothetical class. Read the teaching procedures below and put A by those which you consider Appropriate for those learners and I by those which you consider to be Inappropriate.

_____The students will each be given a commercial coloring book and told to color pages which showed characters pursuing leisure time activities. The students who are able to stay inside the lines with their crayons will have their pictures displayed at the end of the period. This activity will last 1 full class period.

____The teacher will provide the students with a slide camera and film. Each student will be responsible for taking one slide picture of another student pursuing a leisure time activity. These slides will then be assembled as a class project of making a slide-tape presentation to be shown at the next PTA meeting.

____The teacher will spend 50 minutes lecturing on the joys of leisure time activities. Students will take copious notes so they can pass a test on this material. The test will consist of 15 True and False questions on whether or not certain leisure time activities are enjoyable.

DIRECTIONS: Use the sample lesson plan (HANDOUT #5) and write two additional teaching procedures which would be appropriate for the learners in the video tape mentioned above. One procedure should be learner-centered and one should be teacher-centered.

LEARNER-CENTERED PROCEDURE____________________________________

____

____

TEACHER-CENTERED PROCEDURE____________________________________

____

____

HANDOUT #7

LEARNING ACTIVITIES FOR LEISURE TIME UNIT

DIRECTIONS: After viewing the STRETCH Video Tape, Individualized Instruction, "Selection/adjustment of Instructional Material", answer the following questions.

1. Identify one learning activity which took place in the segment.

____

____

2. Specify one piece of content which the learners were expected to master.

____

____

3. Specify one piece of commercial material which was used.

____

4. Specify one piece of original material which was used.

____

5. Specify one piece of media which was used.

____

6. Make a simple plan for one piece of original material which you would used to extend the learning activity you have just viewed.

____

____

____

____

WOKSHOP #2

HANDOUT #8

INSTRUCTION AT A VARIETY OF LEVELS

DIRECTIONS: Read the following objective and list of activities. If the activity will result in the learning of Factual information, write F by the activity. If the activity will result in Application of information, write A by the activity. If the activity will result in Synthesization of the information, write S by the activity. If the activity will result in making a Judgment about the information, write J by the activity.

OBJECTIVE - Students will exhibit a basic proficiency at non-running by being able to resist a total of 5 invitations to run as well as jeers, taunts and insults for refusing to run.

1.____Students will do the following non-runner's excersize. While runners huff and puff past him in the park, he will sit on a park bench, eating a banana and reading the newspaper.

2.____Students will write 5 favorable opinions on non-running. Students will write 5 unfavorable opinions on non-running as a religious experience. They will then role-play a debate on non-running.

3.____Students will read and write five pieces of information they found in the article, "The Non-Runner's Handbook" by U. R. Lazy, Non-Exercisers, Inc., 1978.

4.____Students will interview five famous non-runners and write an article on their combined philosophies of the values of non-running.

5.____Students will make a chart to display with these famous non-running inspirational quotations:
(A) "To run or not to run, that is the question".
(B) "Better to fight than run".
(C) "Give me liberty or give me running."
(D) "Non-runners have time to make more friends."
(E) "Non-runners will be seated first."

WORKSHOP #2

HANDOUT #9

PACING INSTRUCTION

DIRECTIONS: Complete the following items after viewing Video Taped Teacher #57.

1. The teacher in the video tape(did or did not)pace the lesson adequately. Why or why not?

2. List two ways in which Teacher #57 monitored the learning rate of her students.

   a.

   b.

3. Write one additional activity Teacher #57 might do and judge the amount of time it might take to do this activity with the students you have just viewed.

   ACTIVITY

   AMOUNT OF TIME

WORKSHOP #2

HANDOUT #10

EVALUATING STUDENT RESPONSE

DIRECTIONS: Now you get to be the evaluator. View Video Taped Teacher #44 and look at the following descriptors. Which one of these descriptors best summarizes what you feel this teacher does. At the bottom, give your reason why you rated the teacher the way you did.

Dimension - Individualized Evaluation

___1. Teacher uses an arbitrary fixed standard that all are expected to attain or fail. All are evaluated in the same way with no accounting for individual differences.

___2. Teacher uses fixed standards based on class performance.

___3. Teacher judges child by rate of progress of others in the class, occasionally recognizing that he/she has individual needs.

___4. Teacher judges the child by the child's own rate of progress with his individual needs, but over-or under-estimates his/her capabilities.

___5. Teacher judges each pupil's contribution in terms of where he/she is, how he/she perceives things and how rapidly he/she is able to change or improve.

Why have you chosen the descriptor you did?

____

____

____

WORKSHOP #2

HANDOUT #11

PLANNING FOR USE OF AV AND OTHER INSTRUCTIONAL EQUIPMENT

DIRECTIONS: This handout should be completed after viewing Video Taped Teacher #55.

1. Identify one other AV media which could be used by Teacher #55 to continue this lesson for her students.

   ____

2. Outline a simple plan for the production of one original AV material which could be used by Teacher #55 in her lesson.

   ____

   ____

   ____

   ____

   ____

HANDOUT #12

ACTIVITIES, SEQUENCE, PREREQUISITES, APPLICATIONS

DIRECTIONS: Read the set of activities listed below. Sequence these activities from simple to complex and concrete to abstract.

____A. Students will determine which types of money and in what quantities they intend to grow each type of money.

____B. Students will identify various types of money, i.e. dollar bills, quarters, dimes, nickels, pennies.

____C. Students will plant money seeds following the directions in the handy pamphlet, "Making Money Grow for You".

____D. Students will find seeds for the types of money.

DIRECTIONS: Following is an objective the the activities listed above. Identify which activities are prerequisites which the learner needs to master that objective.

Objective - The student will list three methods for growing dollar bills.

Prerequisite(s)____

DIRECTIONS: Select from the above activities those which entail application of knowledge gained about the topic.

____

ASSIGNMENTS

ASSIGNMENT #1

Teachers will read STRETCH module, Individualized Instruction, pp. 17-19 "Recognizing Real Behavioral Objectives". They will then use the 4 criteria on p. 20 to write a behavioral objective for teaching a hobby or interest to a physically handicapped learner.

ASSIGNMENT #2

Teachers will do STRETCH module, Individualized Instruction p. 48, Activity 14.

ASSIGNMENT #3

Teachers will read STRETCH module, Assessment, pp. 22-25, "Observational Techniques"; p. 27, "Rating Scales"; p. 28-29, "A Teacher-Devised Rating Scale"; pp.31-33, "Anecdotal Records, Observation Records"; pp. 35-39, "Peer Appraisal and Self-Report Techniques, Structured and Unstructured Interviews, Sociometric Techniques.

ASSIGNMENT #4

Teachers will read STRETCH module, Assessment, pp. 40-41, "How Pupils Feel About Their Class"; and p. 42, "My Teacher".

PROJECT STRETCH

Is Funded By:

U.S. Department of Health, Education and
Welfare/Office of Education/Bureau of
Education for the Handicapped
PL 91-230, Part D

© Metropolitan Cooperative Educational Service Agency, 1977

II. Observational Techniques

Some behaviors of interest to teachers cannot be measured by pencil and paper tests. Psychomotor functioning and social development are examples of student behaviors that lend themselves to observational techniques. An observational technique requires the observation of the student as he performs and a procedure for recording the observation. His behavior or the product resulting from his behavior in a situation may then be evaluated. Recording observations is admittedly more subjective than the measuring of abilities with standardized or teacher-made tests, but it is a valuable way of gaining otherwise unobtainable information and of supplementing more objective measurements. Three methods of recording observations will be considered.

A. Checklist

The checklist consists of a list of behaviors, characteristics or traits which are marked as being present or absent in the case of a particular pupil's behavior sample or behavioral outcome. A checklist may also be designed so that a series of behaviors is ranked as to the sequence in which they occur. Checklists may be published and standardized so that a student's behaviors can be compared to established norms or they can be devised by teachers. Examples follow on the next pages.

(sample)

CHECKLIST FOR PLAY PROJECT BEHAVIOR

(Teacher-Devised Checklist)

Name: ______________________________

	2nd Week	4th Week	6th Week	8th Week	10th Week
1. Gets own materials from storage.					
2. Cleans up own area when finished.					
3. Holds following implements appropriately and uses them successfully for intended purpose.					
Crayons					
Pencil					
Scissors					
Ruler					
Eraser					
Chalk					
4. Persists with projects until completed.					
5. Accepts guidance and criticism when offered.					
6. Seeks help when in difficulty.					
7. Initiates and directs own projects without constant help-seeking.					
8. Shows imagination in projects rather than copying other children.					
9. Works cooperatively with other children in group situations.					
10. Shows pride in finished project.					

(sample)

SOCIAL-EMOTIONAL BEHAVIOR RESPONSES ______________________________
(CHILD'S NAME)

Check the appropriate responses:

POSITIVE RESPONSES	NEGATIVE RESPONSES
_____Uses self-control	_____Distractible; lacking control; hyperactive
_____Independent	_____Dependent
_____Pleasant; smiling	_____Disagreeable; frowning
_____At ease; comfortable	_____Ill at ease; uncomfortable
_____Responsive	_____Unresponsive
_____Attentive	_____Inattentive; short attention span
_____Follows directions	_____Unable to follow directions
_____Cooperative	_____Uncooperative; disruptive
_____Confident; self-assured	_____Timid; fearful; unsure
_____Enthusiastic	_____Lethargic

Key:
1. If checks are concentrated in positive column
2. If checks are scattered
3. If checks are concentrated in negative column

Social-Emotional Rating ☐

Evaluative summary of responses: ______________________________

(sample)

MOTOR PERFORMANCE ____
(CHILD'S NAME)

Gross Motor Coordination

Walks straight line: Yes__ No__ ________________________________

Jumps: Yes__ No__ ________________________________

Hops on each foot: Right__ Left__ ________________________________

Skips: Smoothly__ Gallops__ Unsuccessful__ ________________________________

Summary Rating (check 1, 2, 3)

1	2	3

Fine Motor Coordination

Colors smoothly within boundaries: Yes__ No__ ________________________________

Posture: Good__ Fair__ Poor__ ________________________________

Position or grip on pencil or crayon: Good__ Fair__ Poor__ ________________________________

Reproduction of geometric forms: Good__ Fair__ Poor__ ________________________________

Other observed fine motor coordination: Good__ Fair__ Poor__ ________________________________

Summary Rating (check 1, 2, 3)

1	2	3

Hand preference: Right__ Left__ Both__ ________________________________

Eye preference: Right__ Left__ (at 6 feet) : Right__ Left__ (at 3 feet) ________________________________

Key:
1. If no obvious difficulties
2. If minor difficulties
3. If multiple or severe difficulties

Motor Performance Rating ☐

III. Rating Scales

The rating scale consists of a list of behaviors, characteristics, or traits on which the rater indicates the degree of proficiency the child exhibits in his behavior, the amount of a certain behavior that he characteristically shows, or the quality of the product resulting from the child's behavior. Each item is rated along a continuum, the points on which may be indicated by numbers, by short descriptions, or by one-word indicators. The teacher or rater marks the point on this continuum which best reflects the position of the student. The rating scale thus provides more information about the student than does the checklist which only indicates whether or not the child possesses the characteristic being measured. A rating scale may also utilize a ranking technique. With this method all students in a situation or their products are ranked with reference to a particular characteristic or are divided into a number of groups according to the characteristic under consideration. Teachers may devise their own rating scales or use published scales.

1. Examples of published rating scales:
    - a. Fels Child Behavior Scales
    - b. Child Behavior Rating Scale

(sample)

Examples of Teacher-Devised Rating Scales

The following scale has been designed to evaluate the behavior of a student in group situations. A separate report is kept for each student. A mark is made at any place along the line to indicate the rating.

Name: ______________________________

1. Volunteers to take leadership roles (i.e., chairman, project leader, team captain, etc.) in group situations.

ALWAYS OFTEN OCCASIONALLY SELDOM NEVER

2. Volunteers to take supportive roles (i.e., assistant to chairman, committee member, project helper, etc.) in group situations.

ALWAYS OFTEN OCCASIONALLY SELDOM NEVER

3. Shows overt signs of frustration when ongoing behavior is interrupted or interfered with by teacher or other students.

ALWAYS OFTEN OCCASIONALLY SELDOM NEVER

4. Holds "grudges" against other students with whom he has come into conflict.

ALWAYS OFTEN OCCASIONALLY SELDOM NEVER

5. Is chosen by other children to be part of games, projects, committees, etc.

ALWAYS OFTEN OCCASIONALLY SELDOM NEVER

(sample)

The following rating scale has been divised to evaluate a student's product: in this case a term project. The wording is in general terms so that the scale may be applied to different types of projects. Again, each student's product is rated separately on each item.

1. The project is complete in every respect.

Project complete in every detail	"Added touches" are needed to improve project	Project unacceptable in its present form

2. Finished project corresponds to proposed plan.

Project corresponds exactly to plan	Project differs slightly from	Project bears no resemblance to plan

3. Project shows originality.

Project is imaginative and creative	Project is imaginative in some respects	Project is exact reproduction of printed example or teacher's suggestion

4. Finished project is attractive and neat; mistakes have been corrected as well as possible.

Project is very neat and attractive	Project has a few "rough spots" that, if corrected, would improve its appearance	Project has been carelessly done

5. Project is appropriate for ability of student.

Project is appropriate for ability of student	Project is slightly too difficult or easy for student to handle well	Project is either so difficult that quality suffered or so easy that it offered no challenge

IV. Anecdotal Records

An anecdotal record is a factual account of a pupil's spontaneous behavior as observed by the teacher in typical or representative situations. Only the exact behavior, recorded as objectively as possible, should be part of the anecdotal record. Any interpretation of the incidents or behavior should be kept separate and clearly labeled as such. Anecdotal records should be written at the time of the observation or as soon afterward as possible so that no detail is distorted or lost to memory.

If the incidents which are observed are selected carefully and the behavior recorded accurately, anecdotal records can be a valuable source of information, especially concerning the emotional or social areas of development. Anecdotal records are most useful as a supplement to the data gained by more systematic means.

Example of an anecdotal record

Name: Barton Haynsworth
Date: 11-6
Situation: Arithmetic Class
Observation:

Barry volunteered an answer in arithmetic class. When Gordon pointed out that the answer was wrong, Barry cried. Several students in the near vicinity giggled, and Barry stomped his foot and put his head down on his desk.

Interpretation:

Barry seems quick to interpret all criticism as personal criticism, which he is not able to tolerate. He tends to withdraw from these threatening situations rather than aggressively defending his self interests.

OBSERVATIONAL RECORD

Name: Bill Jones

Sept. 30: Bill ran away from Linda when she asked him to play with her. Bill refused to practice making his letters today. He said he doesn't like to do that.

Oct. 1: Bill smiled and showed Bobby his paper when he got a gold star for his number puzzles.

Oct. 3: Bill refused to play with Greg at recess after Greg did not choose Bill to be on his library committee.

Oct. 4: Bill chose to play marbles with Tom instead of playing hide-and-seek with a group of both boys and girls.

Oct. 6: Bill did not pay attention in our reading discussion group today. He said he was thinking about going camping with his father.

Oct. 9: Bill monopolized his Show and Tell group today by telling about his week-end camping trip with his father. He would not give anyone else a chance to talk.

Oct. 12: Bill refused to choose any girls to be on his clean-up committee.

Oct. 14: Bill cried when he accidentally stepped on his new wrist watch.

Oct. 16: Bill did well in our reading discussion class today. He named six words that rhyme with "well."

Oct. 19: Bill hit Fred when Fred told him that he was not a good kickball player.

Oct. 20: Bill shared his candy with Tom and Greg, but wouldn't give any to Brenda.

Oct. 22: Bill told me that he does not like his baby sister.

Oct. 23: Bill threw sand at Fred during our free time period. He refused to say that he was sorry.

Oct. 26: Bill seemed pleased when I told him that he had done a good job on his science project. He told me that he is going to be a scientist.

Oct. 28: Bill answered incorrectly when I called on him in numbers class. After that he would not try to answer any more questions.

Oct. 29: Bill cried when he accidentally spilled his milk at lunch.

Oct. 30: Bill refused to be Margie's partner in judging funny costumes at our Halloween party.

OBSERVATIONAL RECORD

Name: Linda Riley

Sept. 30: Linda chose to stay in at recess and practice making her letters.

Oct. 1: Linda refused to be chairman of the committee to clean up the playground, but she promised to work hard as a member of the committee.

Oct. 2: Linda seemed very pleased when I asked her to help Susan with her numbers.

Oct. 3: Linda cried when Fred spilled paint on her new dress.

Oct. 5: Linda refused to guess the answer to a question that she did not know in numbers class.

Oct. 6: Linda clapped her hands when I told her that she had done an excellent job on her science project.

Oct. 7: Linda chose to continue working on her number puzzles instead of playing games with the other children during the play period.

Oct. 9: Linda slept all afternoon, after saying that her head hurt.

Oct. 13: Linda helped Allison care for a puppy with a hurt leg that wandered onto the playground.

Oct. 15: Linda cried when she accidentally tore the page of a library book. Later she helped Marie tape it back together.

Oct. 16: Linda volunteered to help draw scenery for the talent show, but she refused to be in the show, even though she had told me that she wanted to recite a poem that her cousin taught her.

Oct. 19: Linda told me that she liked our reading discussion classes best of all.

Oct. 22: Linda volunteered to help Kathy with her reading. She said she wants to be a teacher someday.

Oct. 26: Linda spent 20 minutes helping Richard with his numbers. She seemed very pleased when I told her that she was a very good teacher.

Oct. 27: Linda became angry when she made a mistake on the picture she was coloring. She tore the picture up and threw it all over the floor.

Oct. 30: Linda won the prize for drawing the best picture of a ghost at the Halloween party, but she refused to join the other children in bobbing for apples because she did not want to get wet.

V. Peer Appraisal and Self-report Techniques

Some information about an individual is best gained by simply asking the person himself or by asking those who know him—his peers or his family. Such methods are especially adapted to gaining knowledge about a person's interests, his attitudes, and his personal adjustment. These methods of gaining information must assume that the person giving the information is being as honest and accurate as possible.

A. Interview

The interview is a dialogue between two people: the interviewer, who is attempting to gain information and the person giving the information, the interviewee. An interview may be structured, so that each person interviewed is asked the same set of questions and thus essentially the same information is obtained for each person. An unstructured interview, on the other hand, while it is being conducted for a purpose, may follow one of many directions depending on the answers and spontaneous responses given by the interviewee.

EXAMPLE OF STRUCTURED INTERVIEW

The following information is asked a parent of each child at the time of enrolling the child in the first grade:

1. Child's name:
2. Birthdate:
3. Parents' names:
4. Parents' occupation(s):
5. Number, ages, and sex of siblings:
6. Kindergarten attendance:
7. Date of child's vaccination:
8. What diseases has the child had?
9. Child's physical handicaps:
10. Child's special interests or hobbies:
11. How often does the child show outbursts of temper?
12. Is he ever destructive to himself or other objects when angry?
13. Is the child afraid to sleep alone at night?
14. Does he resist being left with a sitter?
15. Is he able to run simple errands by himself?
16. Does he reject trying new foods?
17. Does he accept help or guidance gracefully when in difficulty?
18. Does he seem overly afraid of being physically hurt, of falling, or of being struck by other children?
19. Does he prefer playing with other children or alone?
20. When there is a quarrel or disagreement between the child and his siblings or playmates, is he usually the one who started it?

EXAMPLE OF UNSTRUCTURED INTERVIEW

Mrs. Warren noticed that Theresa and Bobby both brought in rocks every time it was their turn for "Show and Tell." She decided to question them about this. Following is Mrs. Warren's interview with Bobby and her interview with Theresa. Notice how the teacher's questions and comments change according to the children's responses. The unstructured interview develops in a unique pattern on each occasion.

A. Interview with Bobby

Mrs. W.: Bobby, I've noticed you always bring rocks to Show and Tell. Is there any special reason for this?

Bobby: I have a big collection of them at home.

Mrs. W.: How interesting. Where did you get them all?

Bobby: My father works for the museum and he brings them to me from his trips.

Mrs. W.: That's very exciting, Bobby. Would you like to bring in the whole collection sometime and tell us all about them and about your father's trips?

Bobby: I'd really like that, Mrs. Warren!

B. Interview with Theresa

Mrs. W.: Theresa, I've noticed you always bring rocks to Show and Tell. Is there any special reason for this?

Theresa: No, not exactly.

Mrs. W.: Is collecting rocks your hobby?

Theresa: No, it's just all I can ever think of to bring.

Mrs. W.: Well, I've been talking with Mrs. Thompson and she would like to have some third-graders help her teach reading to some of her first graders who are having trouble with new words. Since you are such a good reader, would you like to be one of the helpers?

Theresa: OK. That might be fun.

Mrs. W.: If you enjoy it, maybe you could tell the other students about it at Show and Tell next Friday.

Theresa: I think I'd like that. If other people want to help, too, maybe we can teach the first graders every week.

Activity 8

Divide into pairs and conduct either a structured or non-structured interview with your partner. The participant playing the role of interviewer will formulate the questions and write them below. During the interview the interviewer will record the answers in the space provided.

STRUCTURED INTERVIEW FORMAT

Name of Interviewer: ______________________________

Name of Person Interviewed: ______________________________

Questions Asked:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

NON-STRUCTURED INTERVIEW

Name of Interviewer: ______________________________

Name of Person Interviewed: ______________________________

Interviewer will briefly record questions and responses as interview is conducted.

____

____

____

____

____

Sociometric Techniques

A sociometric technique involves asking the individuals in a group to indicate those group members with whom they would prefer to be associated in a given situation. This technique is a way of determining how a group is socially structured. It indicates those who are socially accepted and those who are socially rejected by the others in the group. This information can be very helpful to teachers in understanding the behavior of their pupils.

When administering a sociometric device, it is important to indicate to the students the precise situation for which they are making their choices. The set of friends with whom an individual prefers to do a science project may differ from those with whom he would like to plan a picnic. It is also important to specify to the students that their choices will be shown to no one else.

1. Example of a sociometric technique

Name: ________________________________

We will be trying some new activities next term. Several of these activities will involve working in small groups. We may also change our seating arrangements and committee assignments if you like. Please indicate several choices for each of the following situations. If there is someone you would especially not want to be in any of the groups, you may write that also. No one else will see your choices.

1. These are the people I would most like to work with on a project that is to be graded.

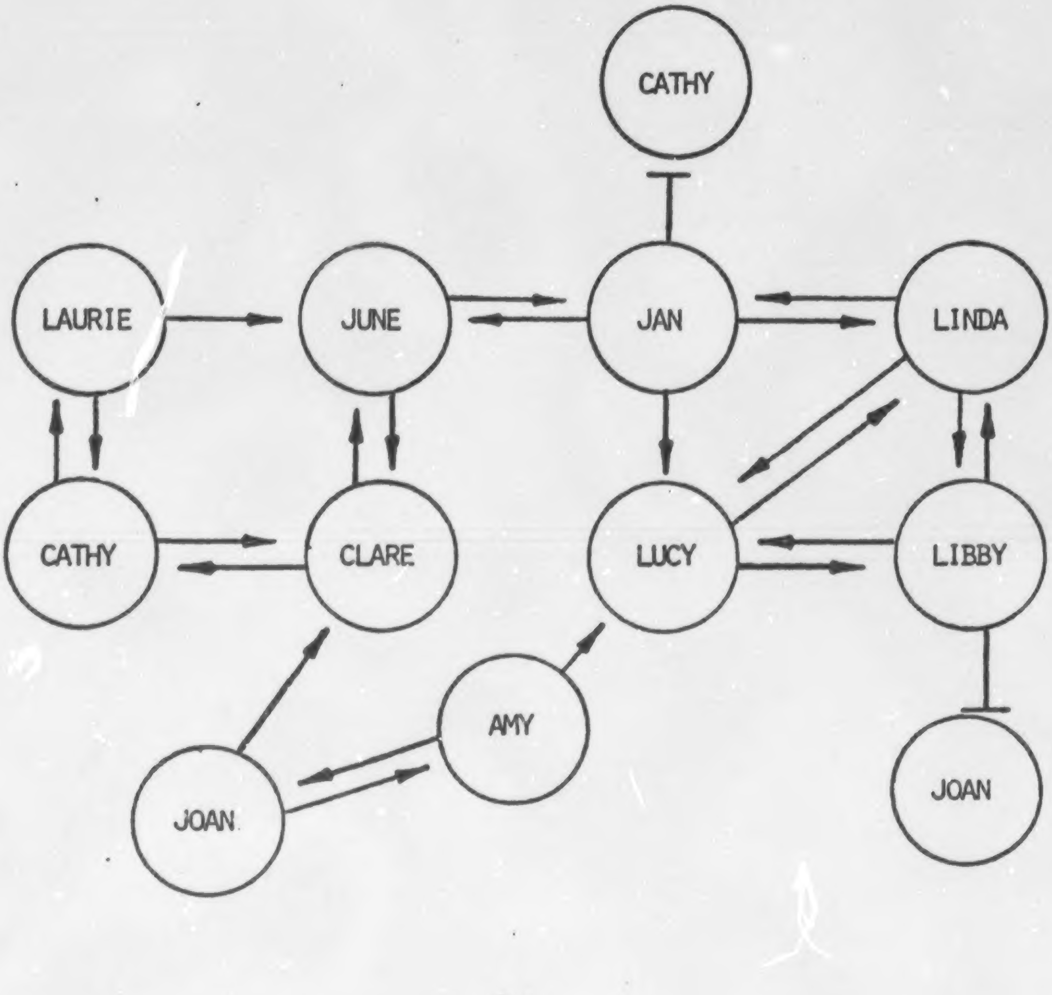
2. These are the people I would most want to be in my group if we were going to do something for fun.

3. These are the people I would like to have sit near me for the rest of the term.

Sociogram

The results of the students' choices for a given situation may be represented graphically on a sociogram. Arrows indicate a positive interaction. Double arrows indicate a reciprocal interaction. Bars indicate a rejection. It is important to remember that a sociogram can only represent group attitudes at a given point in time.

EXAMPLE OF A SOCIOGRAM



C. Sample of a Self-administdred Questionnaire

HOW THE PUPILS FEEL ABOUT THEIR CLASS

Tool 1: Classroom Life

1. Life in this class with your regular teacher has:

   a. All good things
   b. Mostly good things
   c. More good things than bad
   d. About as many good things as bad
   e. More bad things than good
   f. Mostly bad things

2. How hard are you working these days on learning what is being taught at school?

   a. Very hard
   b. Quite hard
   c. Not very hard
   d. Not hard at all

3. When I'm in this class, I:

   a. Usually feel wide awake and very interested
   b. Am pretty interested, kind of bored part of the time
   c. Am not very interested, bored quite a lot of the time
   d. Don't like it, feel bored and not with it

4. How hard are you working on school work compared with the others in the class?

   a. Harder than most
   b. A little harder than most
   c. About the same as most
   d. A little less than most
   e. Quite a bit less than most

5. How many of the pupils in this class do what the teacher suggests?

   a. Most of them do
   b. More than half do
   c. Less than half do
   d. Hardly anybody does

6. If we help each other with our work in this class, the teacher:

   a. Likes it a lot
   b. Likes it some
   c. Likes it a little
   d. Doesn't like it at all

7. How good is your school work compared with the work of others in the class?

   a. Much better than most
   b. A little better than most
   c. About the same as most
   d. Not quite as good as most
   e. Much worse than most

8. How often do the pupils in this class help one another with their school work?

   a. Most of the time
   b. Sometimes
   c. Hardly ever
   d. Never

9. How often do the pupils in this class act friendly toward one another?

   a. Always
   b. Most of the time
   c. Sometimes
   d. Hardly ever

Tool 2: My Teacher*

	Much more than she does now	A little more than she does now	The same as she does now	A little less than she does now	Much less than she does now
1. Helps with work					
2. Yells at us					
3. Makes sure work is done					
4. Asks us to decide about how we will work					
5. Smiles and laughs					
6. Makes us behave					
7. Trusts us on our own					
8. Makes us work hard					
9. Shows that she understands how we feel					

*"How the Pupils Would Like Their Teachers to Act"

ASSIGNMENT #5

DIRECTIONS: List the AV or other instructional material available to you for use in your classroom. List at least 5 pieces of material.

1.____

2.____

3.____

4.____

5.____

DIRECTIONS: The following is a "take-home" test on AV materials which are available in most teaching situations. The accompanying instructions for each piece of equipment can be used to aid you in answering the questions. Some of the questions can be answered by actually experimenting with the equipment. Fill out the answers to the test questions. When you come to your next class, you will receive an answer key so you can see how well you did.

CASSETTE AUDIO TAPE RECORDER

1. To prevent accidental erasure of recorded material, it is necessary to

   (A) cover the hole where the tab was removed

   (B) remove the safety lever in the recorder

   (C) remove the tab at the top left side of the cassette

   (D) purchase only prerecorded cassettes

2. The type and number of batteries needed for the CLASSETTE #47 tape recorder is

   (A) 4 AC batteries

   (B) 2 DC batteries

   (C) 2 C batteries

   (D) 4 C batteries

ASSIGNMENT #5, cont.

3. One of the following is not a use of a cassette audio tape player in the classroom.

(A) recording directions for a learning center

(B) viewing a 16mm movie

(C) listening to stories and reading along

(D) having students record reading selections to practice reading in thought units

SONY VIDEOCASSETTE RECORDER

4. Which of the following is something you should not do when using a videocassette recorder?

(A) switch off the power while STAND BY or PAUSE lamp is on

(B) raise the loading compartment before inserting a videocassette

(C) if power is interrupted while machine is in operation, press STOP

(D) push the vido cassette straight in and let it drop

5. Put these steps for recording TV programs into the correct sequence.

(1) Set INPUT selector
(2) Press RECORD to monitor signal
(3) Press POWER
(4) Pull EJECT

(A) 4, 3, 1, 2

(B) 2, 1, 4, 3

(C) 3, 4, 2, 1

(D) 3, 4, 1, 2

6. All but one of the following statements are true. Find the one false statement.

(A) DO NOT push EJECT while the machine is playing.

(B) DO NOT press STOP before changing functions.

(C) DO NOT put videocassette in the machine with the label-side down.

(D) DO NOT turn off power when STAND BY or PAUSE lamp is on.

ASSIGNMENT #5, cont.

16MM EIKI AUTOMATIC THREADER MOVIE PROJECTOR

7. In order to thread the projector, it is necessary to

(A) turn Rotary Switch to REVERSE

(B) push in Self-Thread Control

(C) insert uncut film in Film Channel

(D) tug hard on the end of the film

8. If you are operating a movie projector and something goes wrong,

(A) first turn off the lamp, then the projector

(B) call for the principal

(C) rewind the film

(D) unplug the projector immediately

9. All but one of the following is true about rewinding film in the projector.

(A) Move Rewind Lever down to REWIND position.

(B) Turn Rotary Switch to FORWARD.

(C) After rewinding, turn ROTARY SWITCH to OFF.

(D) Reverse projector to rewind.

CASSETTE MICROMATIC SOUND FILMSTRIP PROJECTOR
(DUKANE)

10. How is it possible to correct for picture tilt?

(A) pull out projection lens

(B) change the position of the screen from left to right

(C) use adjustable front feet

(D) unlock elevating knob

ASSIGNMENT #5, cont.

11. How is it possible to tell if the filmstrip is poperly wound?

    (A) the first picture should be on the inside of the roll and read correctly

    (B) the last picture should be on the inside of the roll

    (C) the film should always be rewound

    (D) the last picture should be on the outside of the roll and read correctly

12. How do you know that the cassette tape is ready to play?

    (A) the FULL reel is to the right and you cannot read the title

    (B) the FULL reel is to the left and you can read the title

    (C) part of the reel is to the right and part is to the left

    (D) part of the reel is to the right and you cannot read the title

3M BRAND OVERHEAD PROJECTOR

13. What is the "rule of thumb" for positioning the projector in relation to the screen?

    (A) projector far away makes a big or small picture depending on how it is focused

    (B) it doesn't matter where you put the screen, just be sure it is raised high enough

    (C) the further away the projector is from the screen, the bigger the picture will be

    (D) the closer the projector is to the screen, the bigger the picture will be

14. What is another reason to carefully position the projector in relation to the screen?

    (A) to get the audience's attention

    (B) to provide an unobstructed view for the audience

    (C) to aid keystoning

    (D) to provide variety

ASSIGNMENT #5, cont.

15. Which of these is NOT a way to get audience attention?

(A) cover part of the transparency with opaque paper

(B) reveal only the part of the transparency you want the audience to see

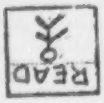
(C) keep the image out of focus

(D) turn off the projector when discussing points

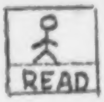
KODAK CAROUSEL SLIDE PROJECTOR

16. When the slide is between you and the screen, which is the correct position for placing it in the carousel?

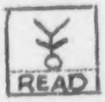
(A)



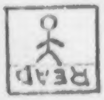
(B)



(C)



(D)



17. What is the proper position for the loaded slide tray when placing it on the machine?

(A) tray index bar to the right of gate index

(B) tray index above automatic time slide

(C) tray index bar opposite gate index

(D) gate index to the left of tray index bar

18. Which of the following is NOT a necessary step for random showing of slides?

(A) hold down the SELECT BAR firmly

(B) rotate the tray until the tray index bar is opposite the gate index

(C) release the select bar

(D) rotate the tray until the number of the desired slide is opposite the gate index

LANGUAGE MASTER

DIRECTIONS: List 5 ideas for use of the Language Master in the classroom.

19. ______________________

20. ______________________

21. ______________________

22. ______________________

23. ______________________

Workshop #2

ASSIGNMENT #5

CASSETTE AUDIO TAPE RECORDER

To be used to answer questions 1 -3

DEL 147

is an easy to operate, precision engineered instrument,
e.
as been carefully inspected and tested before shipment.
e, please read these instructions carefully first. Save this

g TAPE COUNTER, full size three digit counter with reset button.

5 DUAL FUNCTION indicator, power saving light emitting diode (LED) indicates recording level, or battery condition.

0 SPEAKER, wide range three inch, unicone speaker.

or

ly
e-

ed

at-

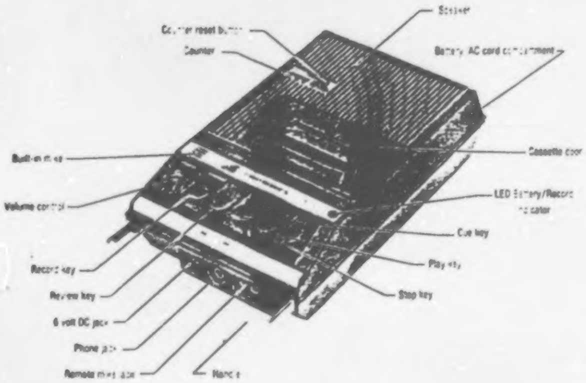
C

0/
6

al

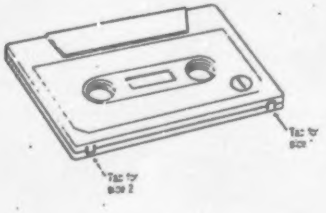
ly
e
e

ns



MODEL 147 INSTRUCTIONS

TAPE CASSETTES

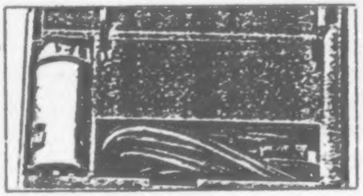


The CLASSETTE 147 tape recorder uses any standard Compact cassette. A window on the cassette allows the amount of tape available to be observed, and a calibrated scale permits easy reference to various sections of the tape. Space is provided on the back of the cassette for noting the tape's contents. TO PREVENT ACCIDENTAL ERASURE OF RECORDED MATERIAL, remove the tab at the top left side of the cassette and a safety lever in the recorder will prevent accidental erasure. If it is later desired to record the cassette again, cover the hole where the tab was removed with tape. Prerecorded cassettes are supplied with the tabs already removed for protection against accidental erasure.

NOTE: The RECORD key will not depress if a cassette is not properly in place, or if the tabs have been removed. Forcing the RECORD key down will damage the mechanism.

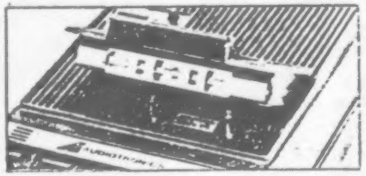
INSTALLATION

1. BATTERY INSTALLATION



A hinged cover on the bottom of the recorder allows access to the battery and AC cord compartment. For battery operation, insert four "C" batteries as shown. Carefully follow the diagram showing which direction to install the "+" and "−" ends of the batteries. Improper installation of the batteries can result in damage to the recorder. The batteries are not required for the recorder to operate on AC house current or DC auto or boat battery current.

2. TAPE CASSETTE INSERTION AND REMOVAL



Press the STOP key before lifting the cassette door. Insert a cassette, with the full reel of tape on the left side, all the way into the retainer in the cassette door. Close the door. This automatically positions the cassette on the winding spindles. To remove a cassette, press the STOP key and lift the door. Grasp the sides of the cassette, and lift out of the door.

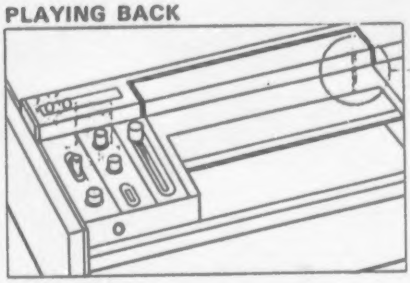
This card is supplied as a quick reference to supplement the operating instructions.

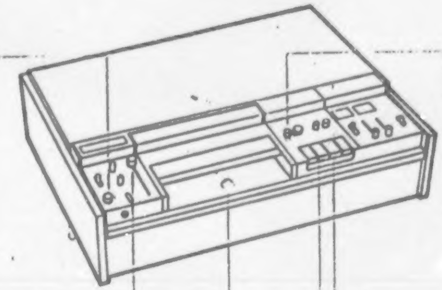
WORKSHOP #2

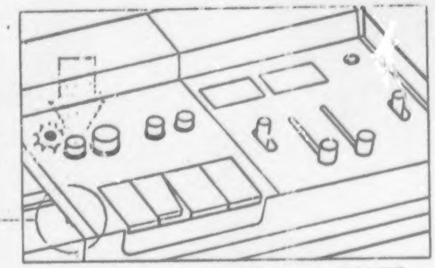
U-matic VIDEOCASSETTE RECORDER VO-1800 SONY

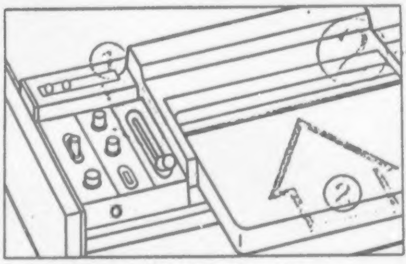
ASSIGNMENT #5 To be used to answer questions 4-6.

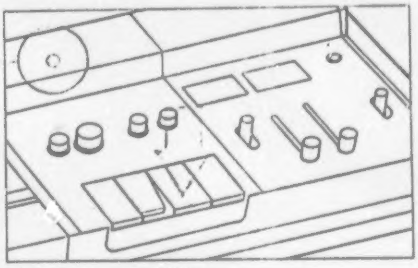
PLAYING BACK

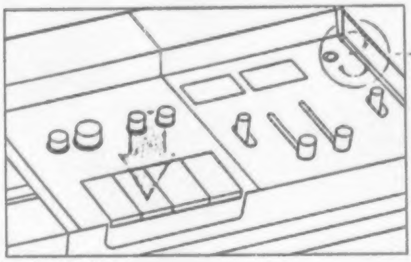

Press POWER.




To stop tape momentarily press PAUSE.
To re-start press PAUSE again.


Pull EJECT to lift compartment.
Push the cassette all the way in.


Always press STOP
o-to stop playback, rewind, or F FWD.
o before changing functions.


Press FWD.

Important Points to Remember

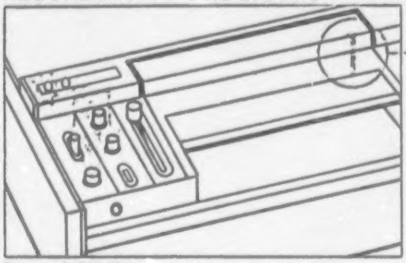
DO	pull the EJECT lever to raise the loading compartment before attempting to insert a VIDEOCASSETTE.
DO	push the VIDEOCASSETTE straight in as far as it will go. It will drop into place of its own weight.
DO	press STOP before changing functions.
DO	press STOP if power is interrupted or the line cord is disconnected while the machine is operating.

NOTE: Normally the machine will unthread when power is reapplied. In rare cases the STAND BY lamp may stay on after power is reapplied. If the lamp stays on for more than 10 seconds, press the FWD button. Normal playback will resume and the machine will function normally.

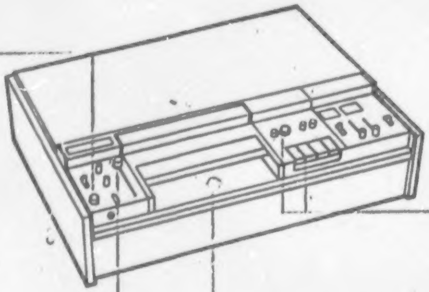
DO NOT	stop playback by depressing the POWER switch. Press STOP, then turn off power after the STAND BY lamp goes out.
DO NOT	switch off power while the STAND BY or PAUSE lamp is on.
DO NOT	insert the VIDEOCASSETTE with the label-side down.
DO NOT	attempt to operate the EJECT lever while the machine is playing.
DO NOT	operate the EJECT lever or REW or F FWD pushbutton until the STAND BY lamp goes out.
DO NOT	depress the REW button after the VIDEOCASSETTE has been fully rewound and has stopped automatically.
DO NOT	make connection to the RF OUT terminal in any way except as described in the Operating Instructions.

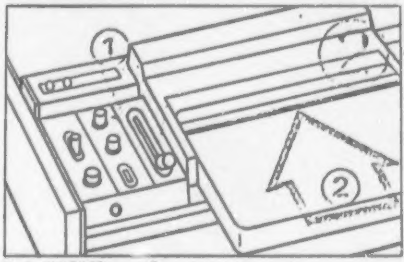
over

RECORDING TV PROGRAMS

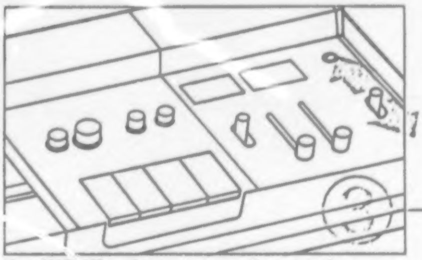


Press POWER.

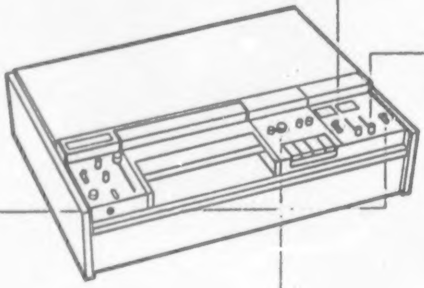


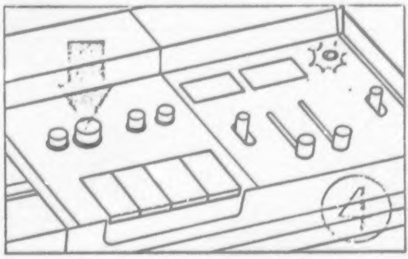


Pull EJECT to lift compartment.
Push the cassette all the way in.

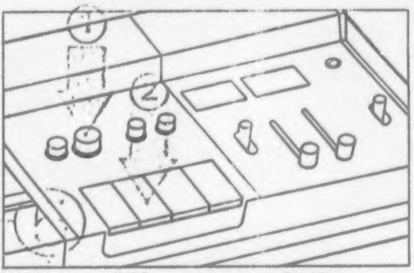


Set INPUT selector according to the source applied.

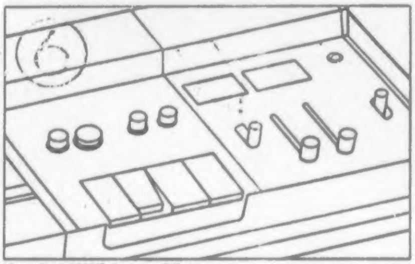




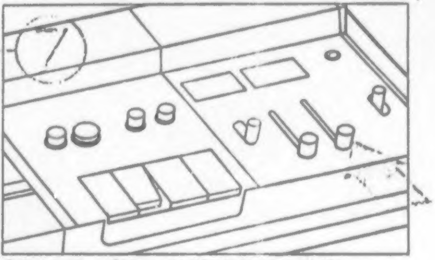
Press REC to monitor the signal to be recorded.
Adjust the video monitor for the best picture.



Hold down REC and depress FWD.



Set LIMITER to OFF.



Adjust the CH-2 AUDIO REC LEVEL.
Set the LIMITER to ON to prevent distortion on program peaks.

BEFORE RECORDING

➊ Make sure the red safety cap is in place on the bottom of the cassette.
➋ Press REC and check for a good picture on the monitor screen.
➌ Hold the REC button down and press FWD to start the recording.

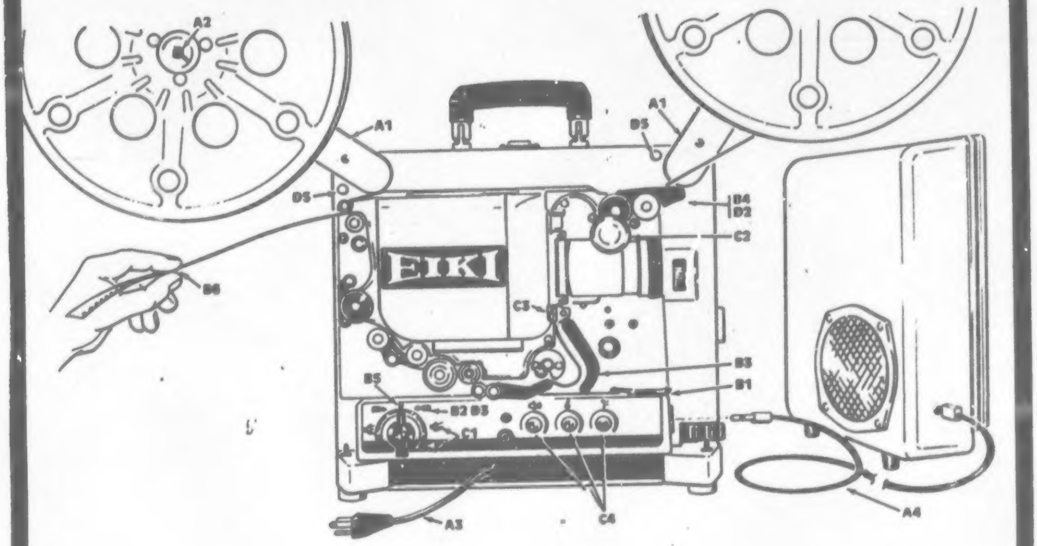
SONY CORPORATION
Printed in Japan ©

ASSIGNMENT #5

16MM EIKI AUTOMATIC THREADER MOVIE PROJECTOR

Use to answer questions 7-9.

OPERATING INSTRUCTIONS



A TO SET UP

1. Raise both reel arms until they snap into place.
2. Attach reels.
3. Plug power cord into wall outlet.
4. On models with external speaker, plug speaker cord into projector and into cover.

B TO THREAD

1. Insert end of film in trimmer and cut cleanly.
2. Turn Rotary Switch to FORWARD position
3. Push in Self-Thread Control.
4. Insert film in Film Channel.
5. When sufficient film has passed through, turn Rotary Switch to OFF 0
6. Now tug lightly on end of film, which will automatically release Self-Thread Control. Attach film to take-up reel.

C TO PROJECT

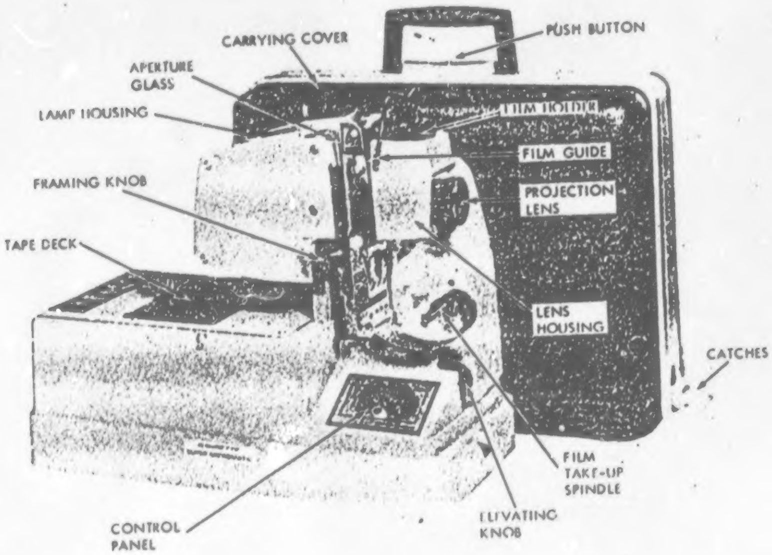
1. Turn Rotary Switch to LAMP or HIGH LAMP
2. Adjust FOCUS.
3. Adjust FRAME.
4. SOUND: turn on and adjust Volume/On/Off switch, adjust bass, adjust treble.

D TO REWIND (DO NOT REVERSE PROJECTOR TO REWIND)

1. When all film is on take-up reel, turn Rotary Switch to OFF 0 and attach end of film to supply reel.
2. Move Rewind Lever down to REWIND position.
3. Turn Rotary Switch to FORWARD (NOT REVERSE).
4. After rewinding, turn Rotary Switch to OFF, and return Rewind Lever (D2) up to OPERATE.
5. Press Arm Locks to lower reel arms.

ASSIGNMENT #5

To be used to answer questions 10-12.



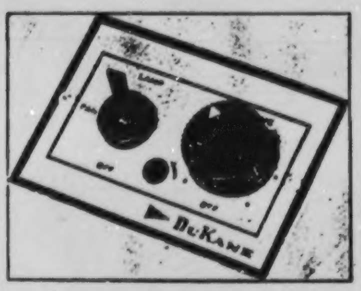
"CASSETTE MICROMATIC"
Sound Filmstrip Projectors
(DUKANE)

> "If unit has been subjected to freezing temperatures, allow it to warm up at room temperature for approximately 10 minutes before turning on."

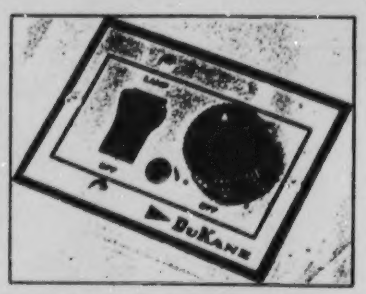
LOADING AND FRAMING THE FILMSTRIP

Slowly running a new filmstrip through the projector two or three times will condition it and minimize any tendency to stick.

1. Push projector switch to lamp position.



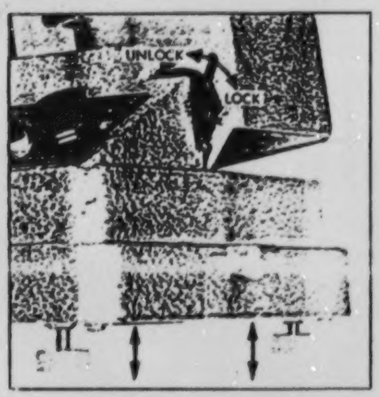
Models 28A9A, 28A10A, 28A27



Models 28A15A, 28A28

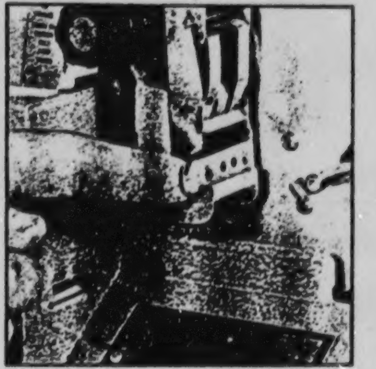
2. Pull out projection lens from lens housing until the rectangular image of light is sharp on the screen.

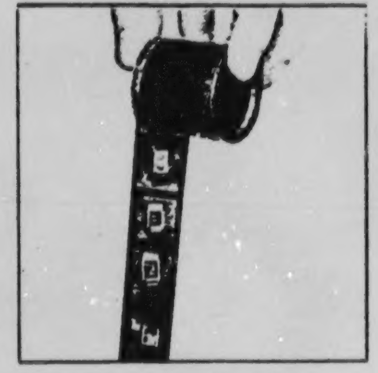
3. Adjust the position of the screen in relation to the projector, so the projected light squarely fills the screen. If necessary to tilt projector upward, unlock elevating knob by rotating it counterclockwise one quarter turn. Adjust projector housing to center light on screen. Lock by rotating knob clockwise.



To correct for picture tilt on screen, use adjustable front feet.

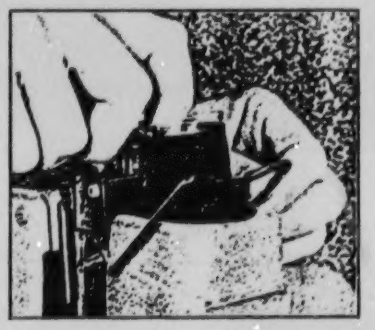
4. Push forward on rear of film carrier until it snaps forward.

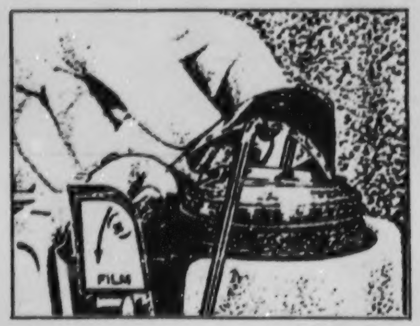




5. Check filmstrip for proper wind. The last picture should be on the outside of the roll and read correctly. If it is not, rewind the film roll so it is correct.

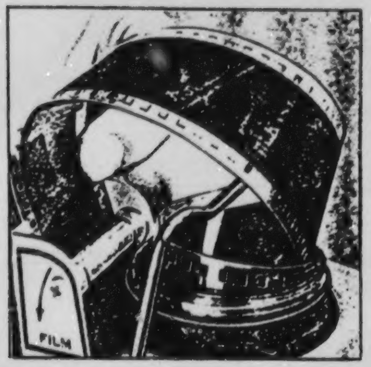
6. With the wire film guide forward, drop filmstrip into the cup.

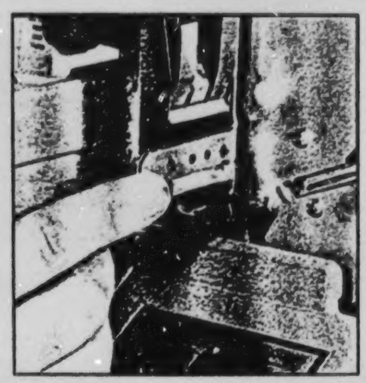




7. The spring will return the film guide to the rear. Grasp the start of the filmstrip from the inside of the roll and pull it over the top of the film guide.

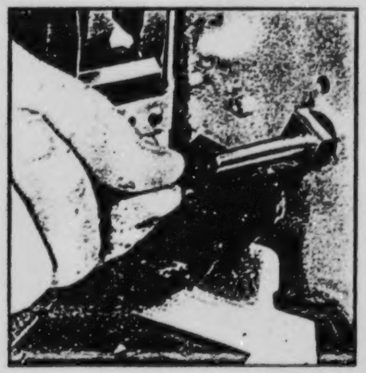
8. Thread filmstrip into carrier until the first picture appears on the screen.





9. Using the tab, snap the film carrier to the rear and focus the picture by sliding projection lens in or out of lens housing.

10. Push in on outer rim of framing knob and turn forward or back until full picture appears on the screen.
CAUTION --- Do not turn framing knob without first pushing in outer rim!



11. Insert end of filmstrip in take-up by sliding it between the spring and take-up spindle.

NOTE: In some instances the leader of the film will not be long enough to insert when the first frame of film is projected on the screen. In this case allow the film to advance a few frames before inserting film in take-up spindle.

AT THIS POINT IT IS ADVISABLE TO CHECK THREE ITEMS IN THIS ORDER:

A. Be sure the screen surface is placed perpendicular to the projector and at the maximum distance for a full picture.

B. Readjust elevating knob for proper picture centering on the screen.

C. Refocus for sharp picture.

Follow directions on filmstrip for obtaining correct frame to begin program.

TO OPERATE

1. Press the UP button to raise cassette holder.

2. Insert Cassette into holder until it snaps in place. When inserting cassette, the FULL reel (as seen through the cassette window) should always be to left, with title copy toward you in a readable manner.

3. Push the cassette holder down until it latches in place and is flush with the top of tape deck.

WORKSHOP #2

3M BRAND PORTABLE OVERHEAD PROJECTOR

ASSIGNMENT #5

To be used to answer questions 13-15.

ANTY

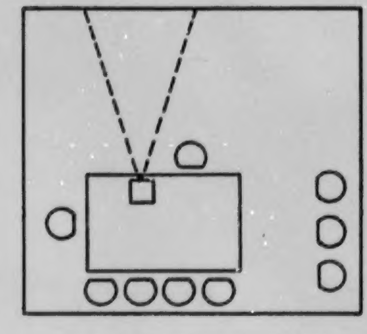
…u of all Warranties ex-
obligation of 3M Com-
…cement for parts proved
…) months after installa-
…ojector. It is expressly
…y shall have no obliga-
…tion of any defect must
…M Company or to an
…signated by 3M Com-

… the seller shall be liable
…t or consequential, aris-
… the 3M Overhead Pro-

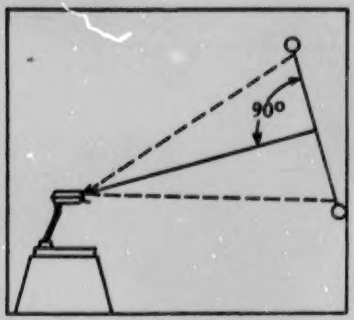
…arranty to furnish re-
…ts shall be void if cus-
… Overhead Projector in
…'s written instructions."

USING THE OVERHEAD PROJECTOR

POSITION THE PROJECTOR AND SCREEN CAREFULLY TO PROVIDE THE COMPLETE AUDIENCE AN UNOBSTRUCTED VIEW AND ELIMINATE KEYSTONING.



OFFICE MEETING ROOM ARRANGEMENT



PROPER SCREEN TILT FOR ELIMINATING KEYSTONING

REVELATION

Focus attention on specific areas of the projected image by covering part of the transparency with a sheet of opaque paper. Move the paper to progressively reveal – and project – more of the transparency as your discussion proceeds.

ON-OFF SWITCH

Retain the attention of your audience by turning off the projector when discussing a point or subject not on the transparency.

MAKING ORIGINALS

Make your own originals by typing, printing, writing or drawing on a sheet of plain white paper. Use Number 2 lead pencils, India ink, black felt tip pens or carbon content ribbon. Illustrations should be large and free of intricate detail; make lettering as large as possible and keep text brief.

ADDING COLOR

Vary your presentation and heighten audiences interest by intermixing transparencies prepared on different types and colored films. Or highlight important areas of a transparency by using 3M Brand Type 720 Colored Adhesive Film, press on letter or 3M Brand Transparency Marking Pens. Pens are available in red, green, blue, purple, and black colors.

OVERLAYS

Use Scotch Brand tape to hinge one, two or three additional transparencies to edges of base transparency. Drop the overlays on the base transparency one at a time to progressively add information and build up audience interest.

100

USING THE OVERHEAD ○ WARRANTY

SETUP PROCEDURES

LAMP REPLACEMENT ○ TAKEDOWN PROCEDURES

3M BRAND 5-0-88 PORTABLE PROJECTOR

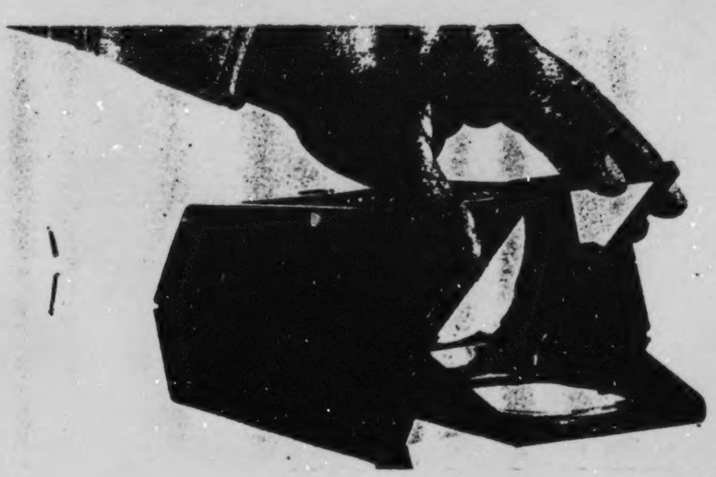
SET UP PROCEDURES

1 Raise projection head until post lock is in place; remove projector from carrying case.

2 Remove transparency slate from storage envelope in lid of carrying case.

3 Install transparency slate on the projector's stage with reflective side up. Match button snaps and press in place. Avoid contact with reflective surface.

4 Plug projector cord into outlet; slide switch to "on" position.



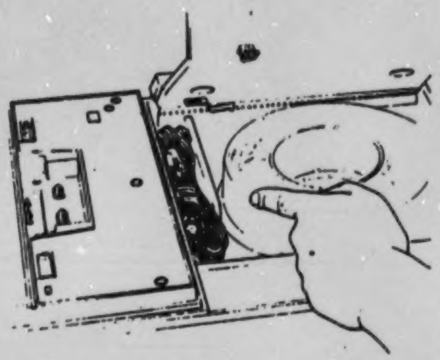
5 Position the screen image by pivoting the projection mirror. (Avoid finger contact with the glass surface of the mirror.)

6 Rotate the knob to focus the screen image.

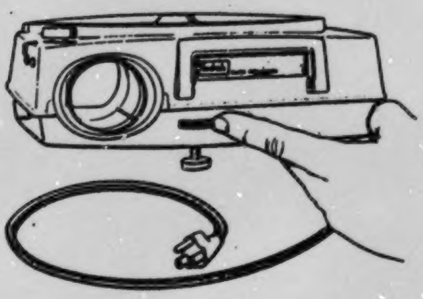
ASSIGNMENT #5 KODAK CAROUSEL SLIDE PROJECTOR, WORKSHOP #2

Use to asnwer Questions 16-18.

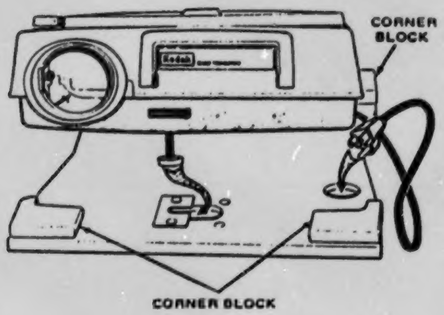
PROJECTOR INSTALLATION



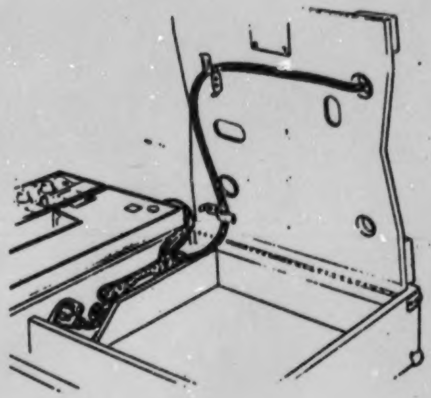
1. Remove cover, raise projector platform and remove the power cord and Sync Connector Cable from the storage compartment.



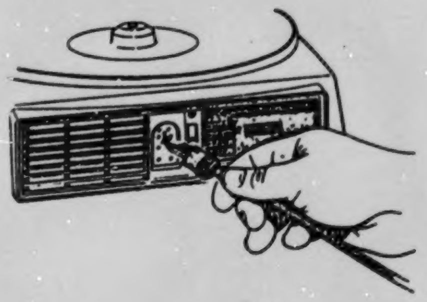
2. Raise the front elevation of your Kodak Carousel projector to approximately one inch and remove the power cord from the storage compartment. Close compartment cover.



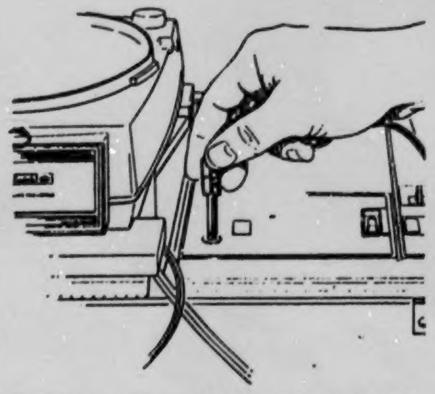
3. Thread projector power cord through the large hole on the right front of projector platform and insert front foot of projector into slot on front of projector platform.



4. Raise projector platform, arrange projector power cord as illustrated and plug it into receptacle within cord storage compartment.

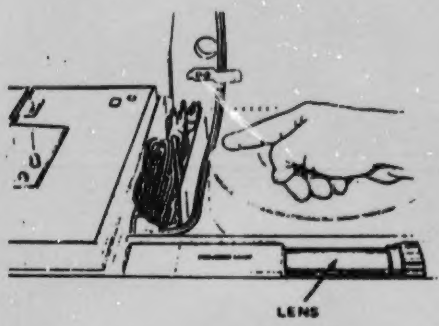


5. Lower projection platform and plug Sync Connector Cable into the receptacle on the rear of the projector.

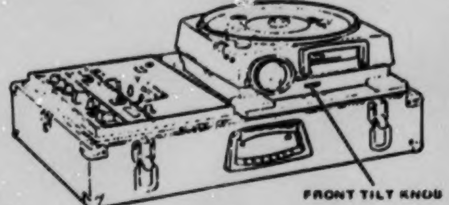


6. Place cover speaker and screen in desired position. Plug speaker cord into SPEAKER/PHONE OUTPUT jack on top of recorder and adjust projector height. Your Wollensak 2548 AV/ 2568 AV is now ready for operation.

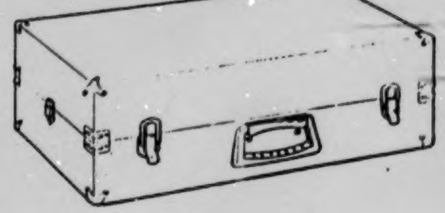
PREPARATION FOR TRAVEL



1. Remove lens and slide tray from projector and store in compartments under projector platform. Store recorder power cord and microphone in compartment as illustrated.



2. Lower projector platform. IMPORTANT: SECURE PROJECTOR BY LOWERING FRONT ELEVATION AND TIGHTENING FRONT TILT KNOB TO A CLAMPING POSITION. (Platform may be held slightly open by the stored slide tray beneath until the cover is closed and latched). The Sync Connector Cable and projector power cord are left plugged in.

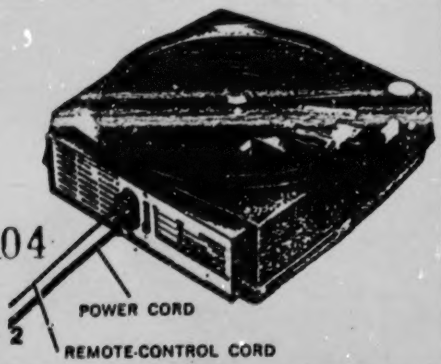


3. Coil speaker cord on clips in cover and attach cover to case by matching rear hinges. Speaker cord may be left plugged into recorder, if desired. Cover should close to within ¾-inch on front edge. Apply pressure to fully close and latch. Your 2548 AV/2568 AV is now ready for travel or shipping as luggage.

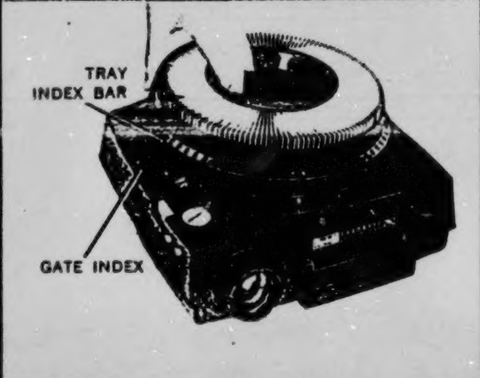
Congratulations on the purchase of your new KODAK CAROUSEL 850H Projector. It provides the finest in slide-showing systems. You enjoy the luxury of automatic operation or remote-control operation. Throughout projection, your slides are kept in sharp focus by an automatic control—whether you show single slides, trays of slides, or stacks of slides with the optional KODAK CAROUSEL Stack Loader.

Only brief operating instructions are given on these two pages. Read on for important details.

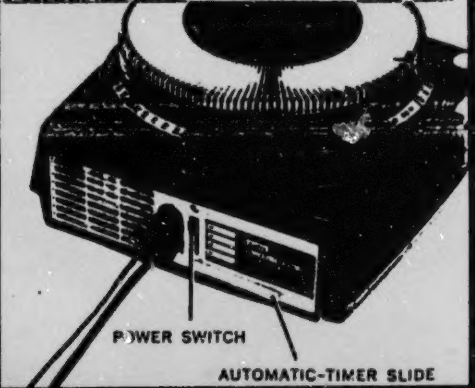
1 **Remove POWER CORD and REMOTE-CONTROL CORD from cord compartment (on underside of projector). Plug cords into rear of projector. Plug power cord into ac power outlet. See page 5.**



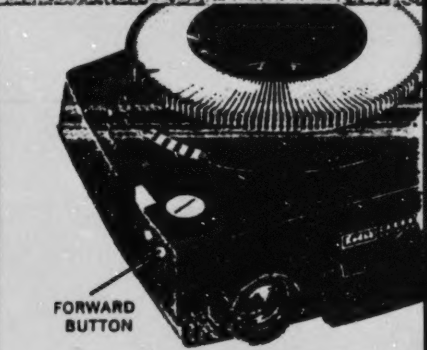
2 **Place loaded slide tray on projector with TRAY INDEX BAR opposite GATE INDEX. See page 8.**



3 **Set AUTOMATIC-TIMER SLIDE at M (manual). Slide POWER SWITCH to HIGH or LOW. See page 8.**



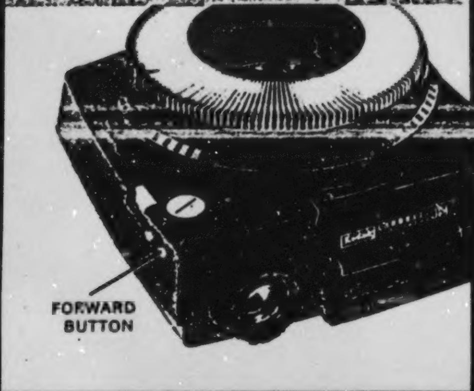
4 ***Momentarily push FORWARD BUTTON on projector or FOR (forward) button on remote control to project first slide on screen. See page 8.***



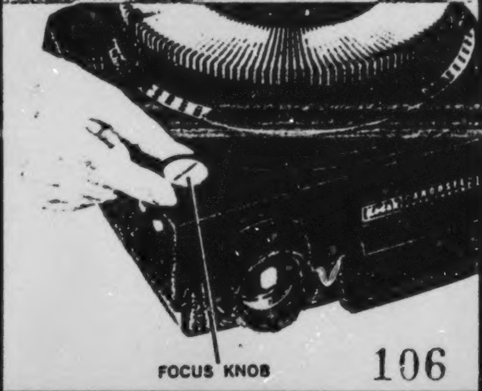
6

More Information—
After reading the manual, if you have questions about the use of this projector, write to Eastman Kodak Company, Photo Information, Dept. 841, Rochester, New York 14650.

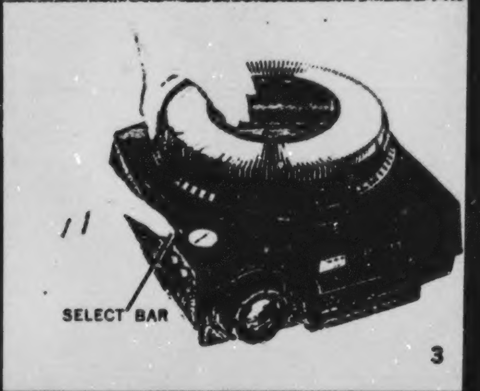
4 Momentarily push FORWARD BUTTON on projector or FOR (forward) button on remote control to project first slide on screen. See page 8.



5 Rotate FOCUS KNOB until projected image is critically sharp. Only this first slide requires focusing if all slides are in same type of mount. For auto-focus operation with intermixed types of slide mounts, see page 9 under "Focus."



6 Momentarily push forward button on projector or on remote control to change slides. For immediate random projection of any slide in tray, firmly press and hold down SELECT BAR, rotate tray to desired slide number, and then release select bar. See page 10.



RANDOM SELECTION OF SLIDES IN TRAYS

To project a particular slide in a tray:

1. Press the SELECT BAR firmly and *hold* it down.
2. Rotate the tray until the number of the slide you want to project is opposite the gate index on the projector.
3. Release the select bar; the desired slide will be projected immediately.

REMOVING SLIDE TRAY

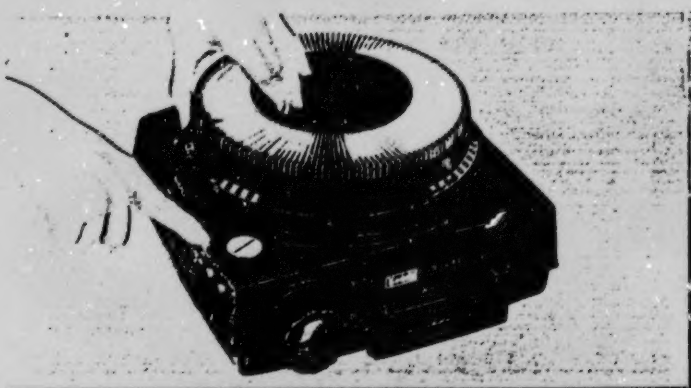
1. With the projector turned on, press the SELECT BAR firmly and hold it down.
2. Rotate the tray until the tray index bar is opposite the gate index.
3. Release the select bar and then lift off the tray.

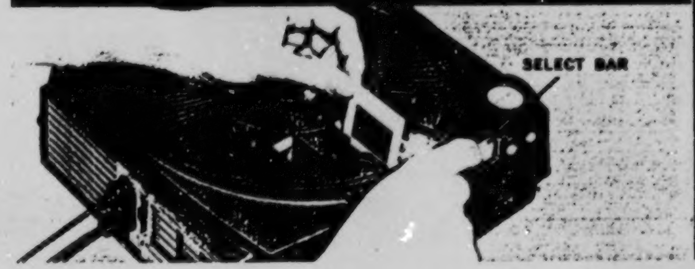
SHOWING SINGLE SLIDES

1. With the projector turned on, insert a slide (correctly oriented) into the projector gate. Push the slide down into the gate as far as it will go.
2. After viewing the slide, press the SELECT BAR to eject the slide from the gate. You can now insert another slide into the gate. (Slides up to ⅛ inch thick can be projected by this method.)

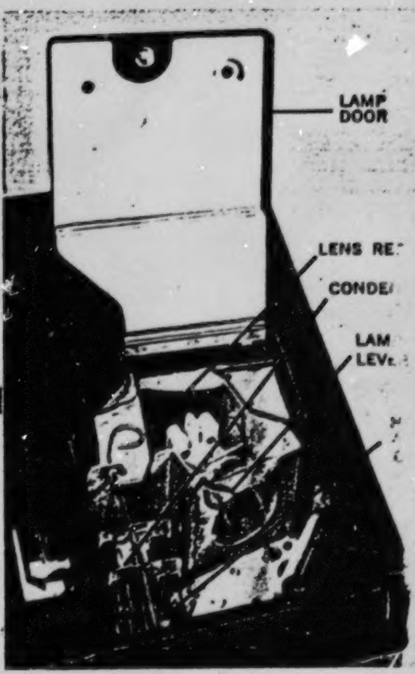
AFTER THE SHOW

1. Remove the tray; then slide the power switch to OFF.
2. Lower the front of the projector by turning the elevating wheel. Retract the leveling foot.
3. Retract the lens by turning the focus knob counterclockwise.
4. Unplug the power and remote-control cords. Fold the power cord by placing the ends of the cord together and folding it in about 4-inch lengths. Fold the remote-control cord in the same way. Place the cords into the cord compartment in the bottom of the projector.





Your CAROUSEL Projector require
tion, as all bearings are self-



ASSIGNMENT #5

Use to answer Questions 19-23.

IDEAS FOR THE USE OF THE LANGUAGE MASTER

The word and picture dictionary files are suggested as one more source for children to obtain words without having to ask the teacher and as a reference for vocabulary building. The phonics, discrimination and other games suggested are ideas to be altered and adjusted as the need arises. For some children they may be appropriate and for others a totally different idea may be needed. Each teacher will want to decide herself what is best for her own individual children.

Picture Dictionary File

Just the picture on the language master card (no word) either drawn or cut out from magazines. The word recorded on the instructor track of the tape. This file should naturally contain things that are relevant for the children.

Word and Picture Dictionary File

For children who are ready to identify the printed word with the picture cards.

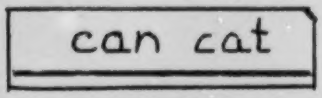
Keyed Word File

For children really grasping the skill of decoding cards with just the printed word. This file should be in context with what else is going on e.g. words from a favorite book, words having to do with a current project.

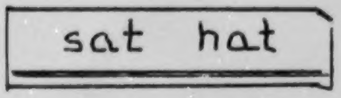
Phonics Games

For children who are well into the beginnings of reading and who demonstrate need for particular skills.

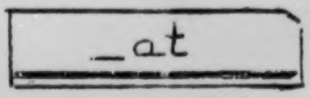
examples



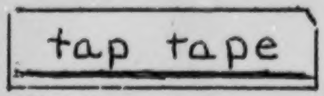
Instructor track: "which says can"



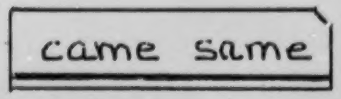
sound: "which says hat"



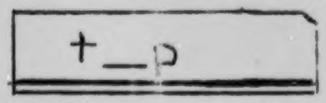
sound: "hat sat fat"



sound: "tap tape"



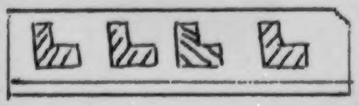
sound: "came same can you think of another"



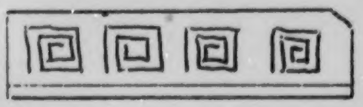
sound: "tip top tap"

Visual discrimination

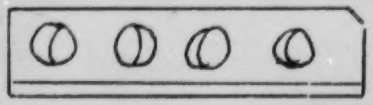
As a pre-reading game a teacher will be able to determine how far along her children are in discrimination skills. For some children these will be useful.



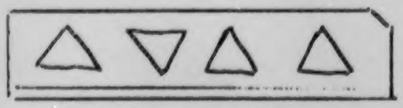
sound: "which one is different"



"which one is different"



"which one is different"



"which one is different"

Files and Games that Correspond to a book the child is using -

Sequence Development

A set of pictures telling a story could be put on the wall above the language master cards. The children can find the corresponding cards by a number or letter key on the card.

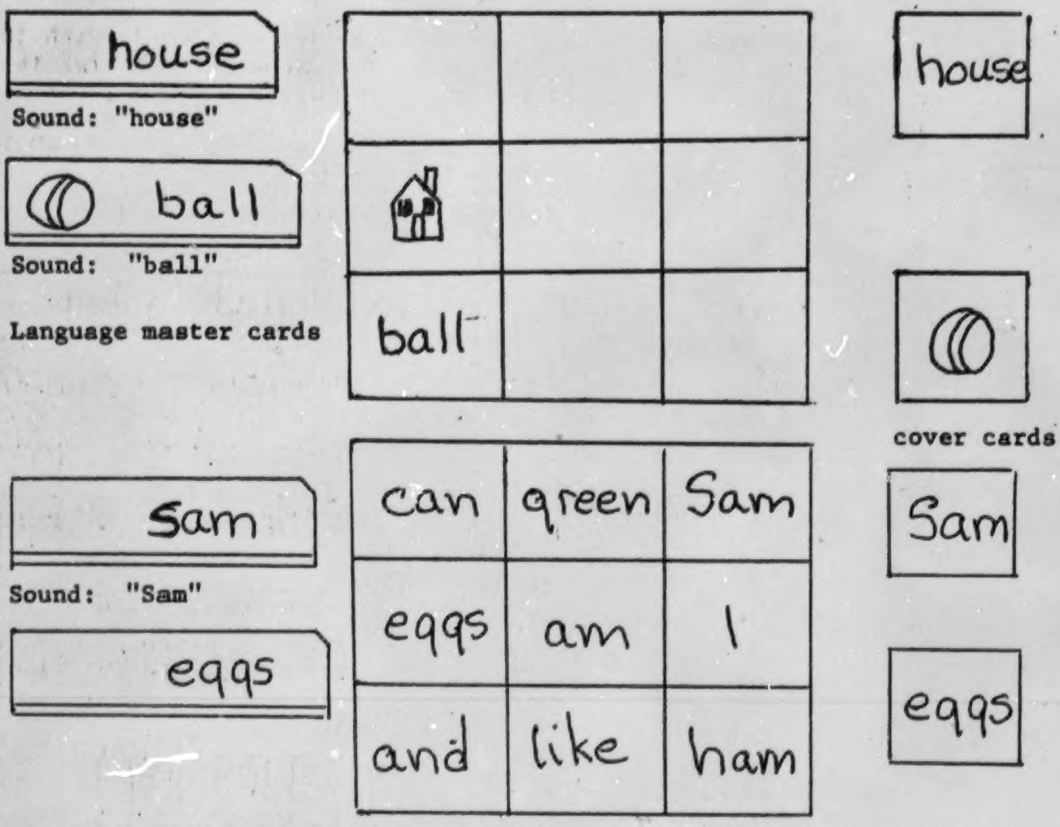
Pictures can be drawn or stapled onto language master cards and the child puts them through the machine in sequential order.

Another version of the game would be to have phrases written on the language master card for the children to sequence.

Naturally, we would recommend that the stories come from the children's own experience.

Lotto games: Many variations are certainly possible.

Examples



Sound: "house"

Sound: "ball"

Language master cards

cover cards

Sound: "Sam"

Oral directions - directions for making things could be put on cards for instance how to make paper airplanes or how to play a game.

Factual Reference catalogue - Information that certain children might enjoy having, e.g. facts about dinosaurs, dolls from foreign lands etc. With pictures and diagrams for illustration.

ASSIGNMENT 5

ANSWER KEY, AV TEST

1. C
2. D
3. B
4. A.
5. D
6. B
7. B
8. A
9. D
10. C
11. D
12. B
13. C
14. B
15. C
16. C
17. C
18. B

19. - 23. Any of the ideas from the Handout, "Ideas for Use of the Language Master"

TEACHER'S NAME____

WORKSHOP #2

ASSIGNMENT #6

DIRECTIONS: Develop an instructional plan on any topic using the following plan. Return your plan when you come to the next class.

INSTRUCTIONAL PLAN

Child's Name______________________________Date____________________

Unit or Topic____

Type of Learner____

Goal____

Specific behavioral objective_______________________________________

____

Teaching Procedures (at least one should be **teacher**-centered and one should be student-centered.)

Content

Materials (include media and original materials)

Evaluation of the lesson (include materials to be used)

Workshop III

Obtains & uses information about
needs & progress of individual
learners.
Organizes instruction to take into
account individual differences among
learners.
Refers learners with special
problems to specialists.

Presentor: Linda Bernknopf

Special Education Competencies
for Teachers
Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

This Workshop was developed
under Title IV - C Funds
Georgia State Department of Education.

Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
Telephone: (404) 352-2597

EC123251

PROJECT SECT

Workshop III
Expanded Outline

Submitted by

Linda Altholtz Bernknopf, Ph. D.

Introduction

The competencies and the accompanying indicators contained in this module are very much interrelated. One almost cannot discuss any one competency without discussing the others. With this in mind, several of the tasks have been developed to cover more than one indicator. In addition, it is the opinion of this writer that in order to teach these particular competencies, the learner must see the need to do them before she/he will implement them.

Initial Task relating to all competencies

Divide into six groups of five each

List, in any order, twenty-five behaviors a good teacher should engage in. Then rank order them with what you feel is most important first. (Time: 20 minutes)

Discussion following will relate to areas these behaviors fall into (i.e., do they pertain to instruction, interpersonal relations, etc.). (Time: 20 minutes)

Objective:

Since instruction is one of the most important aspects of teaching, learners should be aware of this when they list the attributes of a good teacher.

Workshop #3

Dr. Linda Bernknopf

XII. The teacher will learn to obtain and use information about the needs and progress of individual learners.

A. The teacher will use teacher-made or teacher selected evaluation material to obtain information about learner progress.

1. End-of-unit or summative evaluations will be used to determine learner progress.

2. Additional progress checks will be used to determine learner progress.

3. The teacher will break down evaluations to reveal individual learner progress on specific objectives.

4. The teacher will use affective measures to assess learner attitudes.

a. Task I

1) Divide into six groups of 5 each
2) Assign problems
(20 minutes)

a) Group I - It's September of the school year. A male, 11 years old, is repeating 4th grade. Explain what information will be needed to plan and assess the child.
b) Group II - It is a 6th grade Math class. It's the end of the 1st quarter. A child fails the end of quarter test and fails on his report card. He cries and says he thought he was passing. What should the teacher have been doing throughout the quarter?
c) Group III - It's January in a first grade class. One girl is not doing well. She also looks tired and thin. How would the teacher have assessed her to receive the best information?
d) Group IV - It's the end of the quarter. You need to assign grades. What should you have been doing throughout the quarter to best assess your students?
e) Group V - A second grade student appears to be doing average work on tests. She always knows the answers when called on but never volunteers. What can you as the teacher do?

f) Group VI - It's the beginning of the Fall term in a first grade class. You want to group the children for instructional purposes. What kind of assessment program do you plan?

3) Discussion will be led so that a hierarchy of assessment procedures corresponding to the ratings will be derived.

b. Task II

The class will view the assessment tape (ft. 28-63, 104-147, 186-313, 290-). Discussion will center around the different evaluation procedures utilized.

B. The teacher will communicate with individual learners about their needs and progress.

1. Tests, homework, scores and grades are used to assist individual learners in the identification of specific problems.

2. Test, assignments, and classroom questions are used to identify problems of the entire class or individual learners.

3. The teacher uses progress checks to help learners assess their own achievement on objectives before end-of-unit or summative achievement tests are administered.

4. Formal procedures such as interviews with learners or written questionnaires are used to identify motivational or attitudinal problems of individual learners.

a. Task I

1) Divide into six groups of 5 each
2) Assign problems
(20 minutes)

a) Group I - It's September of the school year A male, 11 years old, is repeating 4th grade. Explain what information will be needed to plan and assess the child.
b) Group II - It is a 6th grade Math class. It's the end of the 1st quarter. A child fails the end of quarter test and fails on his report card. He cries and says he thought he was passing. What should the teacher have been doing throughout the quarter?

c) Group III - It's January in a first grade class. One girl is not doing well. She also looks tired and thin. How would the teacher have assessed her to receive the best information?

d) Group IV - It's the end of the quarter. You need to assign grades. What should you have been doing throughout the quarter to best assess your students?

e) Group V - A second grade student appears to be doing average work on tests. She always knows the answers when called on but never volunteers. What can you as the teacher do?

f) Group VI - It's the beginning of the Fall term in a first grade class. You want to group the children for instructional purposes. What kind of assessment program do you plan?

3) Discussion will be led so that a hierarchy of assessment procedures corresponding to the ratings will be derived.

b. Task II

The class will view the assessment tape (ft. 28-63, 104-147, 186-213, 290-). Discussion will center around the different evaluation procedures utilized. Discussion will also include a discussion of communicating this information to the learner.

II. The teacher will learn to organize instruction to take into account individual differences among learners.

A. The teacher will plan instruction to account for the varying ability levels of the students.

1. Students are divided into groups but the range of ability is too great to meet individual needs and differences within groups are not attended to.

2. Some recognition of individual needs are present in assigning work or grouping, but is done inconsistently.

3. Students are divided into groups but not to the extent that meeting individual needs is a predominant concern in the classroom.

4. Learning tasks are designed to match the interest and abilities of individual students and independent work or individuals working alone or in small groups.

a. Task I

View portions of ft. 57-135; portions of 136-165; all of 191-260.

b. Task II

Divide into same groups
Take same original problems. This time decide how you could have organized your instructional setting so that the problems might have been accounted for. Discussion will be led towards individualed instruction.

B. The teacher will organize instruction to take into account differences among learners in their capabilities.

Rating	Descriptor
1. None of the descriptors is evident.	a. Instruction will be based on an assessment of past performance on ability.
2. One descriptor is evident.	b. Assignments for learners will be differentiated according to ability.
3. Two descriptors are evident.	c. Materials compatible with the range of learner abilities will be used to achieve a given objective.

Rating	Descriptor
4. Three descriptors are evident	d. Remedial or enrichment activities will be used for the unit.
5. Four descriptors are evident.	

a. Task I

View portions of ft. 57-135; portions of 136-165; all of 191-260.

b. Task II

Divide into same groups.
Take same original problems. This time decide how you could have organized your instructional setting so that the problems might have been accounted for. Discussion will be led towards individualed instruction. Discussion will be directed towards accounting for differences in learners capabilities.

C. The teacher will organize instruction to take into account differences among learners in their learning styles.

Rating	Descriptors
1. None of the descriptors is evident.	a. Alternative resources will be available for achieving a given objective.
2. One descriptor is evident.	b. Alternative means (group structure or teacher presentation method) will be available for achieving a given objective.
3. Two descriptors are evident.	c. Learners will be given assignments (e.g., writing, drawing, or verbalizing).
4. Three descriptors are evident.	d. Learners will be matched with resources and procedures based on previous performance or consultation with the teacher.
5. Four descriptors are evident.	

a. Task I

View portions of ft. 57-135; portions of 136-165; all of 191-260.

b. Task II

Divide into same groups.
Take same original problems. This time decide how you could have organized your instructional setting so that the problems might have been accounted for. Discussion will be led towards individualed instruction. Discussion will be directed towards accounting for differences in learners capabilities. Discussion will center around accounting for differences in learning styles.

D. The teacher will organize instruction to take into account differences among learners in their rates of learning.

Rating

1. None of the descriptors is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

a. Learners will work at their own rate for some of the objectives some of the time.
b. Special assistance (e.g., teacher or peer tutoring) will be available for slow learners.
c. Fast learners will be allowed to work on topic-related enrichment activities some of the time.
d. Objectives will be divided between those that all learners should achieve and enrichment objectives that are desirable but not essential.

a. Task I

View portions of ft. 57-135; portions of 136-165; all of 191-260.

b. Task II

Divide into same groups.
Take same original problems. This time decide how you could have organized your instructional setting so that the problems might have been accounted for. Discussion will be led towards individualed instruction. Discussion will be directed towards accounting for differences in learners capabilities. Discussion will center around accounting for differences in learning styles. Discussion will center around accountinf for differences in rates of learning.

HOMEWORK ASSIGNMENT

Teachers will view their own videotape. A percentage of time spent on individualized instruction will be arrived at. Teachers will then develop activities that could be substituted for some of the non-individualized instruction time. Teachers will increase their individualized instruction time by 25%.

Task will be repeated so that the teacher will increase the total spent in individualized instruction by 40%.

The assignment is aimed at having the teachers organize their instruction to account for the differences in ability, capabilities, learning styles and rates among the learners in their classes.

III. The teacher will learn to refer learners with special problems to specialists.

A. The individual obtains information about learners from standardized test results and cummulative records.

1. The teacher will obtain information on particular learners only after soneone has brought a problem to his/her attention.

2. The teacher will make an independent effort to obtain such information as aptitude, reading, or ability levels of learners.

3. Standardized test results or cummulative records will be used to seek causes for problems of individual learners.

4. The teacher explains how standardized test results or cummulative records have been used to deal with the problems of learners.

a. Task I

Have full group look at indicators from all three competencies. Then have them list sequence of events teacher will go through from time child enters class to referral (if appropriate). Discussion to follow will be directed toward where a teacher would obtain information.

B. The teacher will identify learners who require the assistance of specialists.

1. The teacher will identify learners who require the assistance of specialists but makes no effort to refer the learner to or discuss the problem with a specialist.

2. The teacher will identify learners who require the assistance of specialists and will make the proper referrals.

3. The teacher will seek to discuss the results of the referral with specialists in an attempt to establish the teacher's role in assisting the learner.

4. The teacher will evidence an attempt to fulfill this role.

a. Task I

Have full group look at indicators from all three competencies. Then have them list sequence of events teacher will go through from time child enters class to referral (if appropriate). Discussion to follow will be directed toward identifying learners who require the assistance of specialists.

C. The teacher will obtain information about the assistance with specific learner problems from co-workers and parents.

1. Specific problems with learners will be identified where outside help is needed; discussions with co-workers and/or parents will be held but no action will be taken.

2. Information about and assistance with specific learner problems will be used in the classroom.

3. The teacher will help organize and will participate in staff or parent conferences to consider learner problems, and actions based on these meetings will be taken.

4. The teacher will routinely inform parents of the progress of learners or provides guidance on how the home can assist the school.

    a. Task I

    Have full group look at indicators from all three competencies. Then have them list sequence of events teacher will go through from time child enters class to referral (if appropriate). Discussion to follow will be directed towards obtaining information from parents and co-workers.

Workshop #3

(1/24/79)

Linda Altholtz Bernknopf, Ph.D.

Approximate Time	Activity	Materials Needed
5 min.	Introduction: The instructor will introduce herself and ask the class to do the same	
20 min.	The instructor will then discuss the fact that many different behaviors are needed and desirable for one to be a good teacher. The instructor will then ask the teachers to divide into six groups with approximately six in each group. The teachers will then be asked to list, first, in any order, twenty-five behaviors a good teacher should engage in. Then the teachers will be asked to rank order them with what they feel is most important first. When all teachers have completed the list, the discussion will begin.	34 sheets of paper
20 min.	The instructor will then ask the teachers to name some of the behaviors they have listed. The behaviors will be listed on the board and grouped according to whether they pertain to instruction, interpersonal relations, etc. The discussion will continue until most of the behaviors have been listed. It will end with a statement concerning the importance of instruction and instructional behaviors on the part of the teacher.	Chalkboard and chalk
20 min.	The teachers will be asked to remain in the same groups. Each group will be handed a problem and asked to discuss the questions as indicated. Group I: It's September of the school year. A male, 11 years old, is repeating the 4th grade. Explain what information will be needed to plan and assess the child. Group II: It is a 6th grade Math class. It's the end of the 1st quarter. A child fails the end of quarter test and fails on his report card. He cries and says he thought he was passing. What should the teacher have been doing throughout the quarter? Group III: It's January in a first grade class. One girl is not doing well. She also looks tired and thin. How would the teacher have assessed her to receive the best information?	Questions for each group

Approximate Time	Activity	Materials Needed
	Group IV: It's the end of the quarter. You need to assign grades. What should you have been doing throughout the quarter to best assess your students?	
	Group V: A second grade student appears to be doing average work on tests. She always knows the answer when called on but never volunteers. What can you as the teacher do?	
	Group VI: It's the beginning of the Fall term in a first grade class. You want to group the children for instructional purposes. What kind of assessment program do you plan?	
10 min.	The instructor will then ask the teachers to view the following portions of the assessment tape: ft. 28-63, 104-147, 186-313, 290-.	VTR, Assessment tape
20 min.	The instructor and the teachers will then discuss what methods or in what ways the teacher handled the problems.	
5 min.	The teachers will then view the following competencies, indicators, and evaluations.	Competencies and Indicators for each teacher

XII. The teacher will learn to obtain and use information about the needs and progress of individual learners.

  A. The teacher will use teacher-made or teacher selected evaluation material to obtain information about learner progress.

    1. End-of-unit or summative evaluations will be used to determine learner progress.
    2. Additional progress checks will be used to determine learner progress.
    3. The teacher will break down evaluations to reveal individual learner progress on specific objectives.
    4. The teacher will use affective measures to assess learner attitudes.

  B. The teacher will communicate with individual learners about their needs and progress.

    1. Tests, homework, scores and grades are used to assist individual learners in the identification of specific problems.

Approximate Time	Activity	Materials Needed
	2. Tests, assignments, and classroom questions are used to identify problems of the entire class or individual learners. 3. The teacher uses progress checks to help learners assess their own achievement on objectives before end-of-unit or summative achievement test are administered. 4. Formal procedures such as interviews with learners or written questionnaires are used to identify motivational or attitudinal problems of individual learners.	
10 min.	The instructor and teachers will then briefly discuss how the teachers could improve their instruction by concentrating on #3 and #4 of each indicator.	
10 min.	CLASS WILL TAKE 10 MIN. BREAK AT THIS POINT	
20 min.	The instructor will then ask the teachers to view the following portions of the Individualized Instruction tape: ft. 57-135, 136-165, 191-260.	VTR, Stretch Tape, Individualized Instruction.
10 min.	The instructor will then ask the teachers to divide into their same groups and respond to the same questions with the following in mind; How could the instructional setting be organized so that the problems might have been accounted for?	
	The teachers will then discuss their responses aloud. The instructor will then ask the teachers to view the following competencies, indicators and evaluations:	II Competencies, indicators and evaluations for each teacher
	II. The teacher will learn to organize instruction to take into account individual differences among learners. A. The teacher will plan instruction to account for the varying ability levels of the students. 1. Students are divided into groups, but the range of ability is too great to meet individual needs and differences within groups are not attended to.	

Approximate Time

Activity

Materials Needed

2. Some recognition of individual needs are present in assigning work or grouping, but is done inconsistently.
3. Students are divided into groups but not to the extent that meeting individual needs is a predominant concern in the classroom.
4. Learning tasks are designed to match the interest and abilities of individual students and independent work or individuals working alone or in small groups.

B. The teacher will organize instruction to take into account differences among learners in their capabilities.

Rating

1. None of the descriptors is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Descriptor

a. Instruction will be based on an assessment of past performance or ability.

b. Assignments for learners will be differentiated according to ability.

c. Materials compatible with the range of learner abilities will be used to achieve a given objective.

d. Remedial or enrichment activities will be used for the unit.

C. The teacher will organize instruction to take into account differences among learners in their learning styles.

Rating	Descriptors
1. None of the descriptors is evident	a. Alternative resources will be available for achieving a given objective.
2. One descriptor is evident.	b. Alternative means (group structure or teacher presentation method) will be available for achieving a given objective.
3. Two descriptors are evident.	
4. Three descriptors are evident.	
5. Four descriptors are evident.	c. Learners will be given assignments (e.g., writing, drawing, or verbalizing).
	d. Learners will be matched with resources and procedures based on previous performance with the teacher.

D. The teacher will organize instruction to take into account differences among learners in their rates of learning.

Rating	Descriptors
1. None of the descriptors is evident.	a. Learners will work at their own rate for some of the objectives some of the time.
2. One descriptor is evident.	b. Special assistance (e.g., teacher or peer tutoring) will be available for slow learners.
3. Two descriptors are evident.	
4. Three descriptors are evident.	

Approximate Time	Activity	Materials Needed

Rating	Descriptors
5. Four descriptors are evident.	c. Fast learners will be allowed to work on topic-related enrichment activities some of the time.
	d. Objectives will be divided between those that all learners should achieve and enrichment objectives that are desirable but not essential.

10 min. The instructor and teachers will then briefly discuss the relationship between the indicator, evaluations, and the problems.

15 min. The instructor will then ask the teachers as one group to look at the indicators from all three competnecies. They will then be asked to list the sequence of events to be followed from the time a child enters the class through the referral process. Teachers will view the following competencies, indicators, and evaluations, as will as those previously listed:

III. The teacher will learn to refer learners with special problems to specialists.

A. The individual obtains information about learners from standardized test results and cummulative records.

1. The teacher will obtain information on particular learners only after someone has brought a problem to his/her attention.
2. The teacher will make an independent effort to obtain such informaiton as aptitude, reading, or ability levels of learners.

Approximate Time | Activity | Materials Needed

3. Standardized test results or cummulative records will be used to seek causes for problems of individual learners.
4. The teacher explains how standardized test results or cummulative records have been used to deal with the problems of learners.

B. The teacher will identify learners who require the assistance of specialists.

1. The teacher will identify learners who require the assistance of specialists but makes no effort to refer the learner to or discuss the problem with a specialist.
2. The teacher will identify learners who require the assistance of specialists and will make the proper referrals.
3. The teacher will seek to discuss the results of the referral with specialists in an attempt to establish the teacher's role in assisting the learner.
4. The teacher will evidence an attempt to fulfill this role.

C. The teacher will obtain information about the assistance with specific learner problems from co-workers and parents.

1. Specific problems with learners will be identified where outside help is needed; discussions with co-workers and/or parents will be held but no action will be taken.
2. Information aobut and assistance with specific learner problems will be used in the classroom.
3. The teacher will help organize and will participate in staff or parent conferences to consider learner problems, and actions based on these meetings will be taken.
4. The teacher will routinely inform parents of the progress of learners or provide guidance on how the home can assist the school.

Approximate time	Activity	Materials Needed
15 min.	The discussion to follow will be led towards an emphasis on #3 and #4 of the evaluation of the indicators for all competencies. The following homework assignment will be assigned at the end of the class period. The teachers will view their own videotape. A percentage of time spent on individualized instruction will be arrived at. Teachers will then develop activities that could be substituted for some of the non-individualized instruction time. Teachers will increase their individualized instruction time by 25%. Task will be repeated so that the teacher will increase the total spent in individualized instruction by 40%. The assignment is aimed at having the teachers organize their instruction to account for the differences in ability, capabilities, learning styles and rates among the learners in their classes. Once the % of time in individualized instruction is arrived at, the teacher will decide whether he/she needs to increase it and incorporate it into their instructional time.	

Workshop # 3

Participant's Comments

HOW USEFUL WAS THE INFORMATION?

I was made aware of the need for more individualization in my class.

The 8 steps should be things we do everyday - a routine habit.

Useful. Saw you could individualize in a subtle way. Doesn't necessarily have to be obvious to the group.

A real eye-opener to the importance of individualized instruction. Recognizing the difference among learners.

Reinforced good teacher attitudes.

WHAT WAS THE BEST IDEA?

Procedures for programming children.

The importance of individualized instruction.

I was made aware of affective measures to assess learners.

The information was useful to me - matching instruction with type of learner.

Sequencing the procedures for intervention.

Peer Tutoring.

Group I: It's September of the school year. A male, 11 years old, is repeating the 4th grade. Explain what information will be needed to plan and assess the child.

Group II: It is a 6th grade Math class. It's the end of the 1st quarter. A child fails the end of quarter test and fails on his report card. He cries and says he thought he was passing. What should the teacher have been doing throughout the quarter?

Group III: It's January in a first grade class. One girl is not doing well. She also looks tired and thin. How would the teacher have assessed her to receive the best information?

Group IV: It's the end of the quarter. You need to assign grades. What should you have been doing throughout the quarter to best assess your students?

Group V: A second grade student appears to be doing average work on tests. She always knows the answer when called on but never volunteers. What can you as the teacher do?

Group VI: It's the beginning of the Fall term in a first grade class. You want to group the children for instructional purposes. What kind of assessment program do you plan?

Workshop IV

Organizes time, space, material and equipment for instruction.

Presentor: Kathleen Huguènin

Special Education Competencies
for Teachers
Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

This Workshop was developed
under Title IV - C Funds
Georgia State Department of Education.

Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
Telephone: (404) 352-2697

EC123251

OUTLINE FOR WORKSHOP #4

Presenter: Dr. Kathleen Huguenin

IV. GOAL STATEMENT: Teachers will learn to organize time, space, materials, and equipment for instruction.

- A. BEHAVIORAL OBJECTIVE: Teachers will learn to arrange the classroom using different groupings.
  - 1. SPECIFIC CRITERIA: Teachers will learn how to encourage pupils to work in small groups by means of the physical arrangements in the room.
    - a. METHODS: By demonstration, workshop setting will be physically arranged in several different ways during the course of the session in order to accommodate both small and large group activities.
    - b. Beginning segment of "Stretch" tape will be shown as Introduction.
    - c. As a large group activity, participants will role play a simulated situatión, emphasizing how to "move" from one "step" to the next on the observation instrument.
    - d. The "why" and "how" of this objective will be explored in a brainstorming session, drawing on participants' own experiences, and unique solutions for special problems (such as what to do when they do not have their own room to rearrange.)
    - e. As a small group activity, participants will have the opportunity to actually manipulate the room arrangement of a "doll house" type classroom as a solution to a case study problem.
    - f. VTR tape will be shown as review.
    - g. As an out of class activity, participants may rearrange their own teaching space, photograph it, and share it with fellow participants at the following session.

B. BEHAVIORAL OBJECTIVE: Teachers will learn to organize materials efficiently.

1. SPECIFIC CRITERIA: Teachers will learn to have necessary materials available for efficient distribution to learners.
2. Teachers will learn to acquaint learners with the materials system in the classroom.
    a. METHODS: By example, workshop materials will be assembled prior to workshop and their usage, especially for small group activities, demonstrated to participants.
    b. Beginning segment of "Stretch" tape will be shown as Introduction.
    c. The "why" and "How" of this objective will be explored in a brainstorming session, drawing on participants' own experiences, special problems, and "tips."
    d. A short exercise using the "Florida" tape will be conducted as a small group activity.
    e. VTR tape will be shown as review.
    f. As an alternative out of class activity, participants may view their own videotaped observation, calculate the percentage of time spent distributing materials, and generate ways to make this more efficient, transferring greater responsibility to students.

C. BEHAVIORAL OBJECTIVE: Teachers will learn how to facilitate student mobility.

1. SPECIFIC CRITERIA: Teachers will learn how to encourage students to move freely around the room and to work at places other than their assigned desks, including the floor and other non-desk areas.

a. METHODS: By demonstration, the workshop will be structured so as to use several different work areas, as appropriate to large and small group activities.

b. Beginning segment of "Stretch" tape will be shown as Introduction.

c. The "why" and "how" of this objective will be explored in a brainstorming session, drawing on participants' own classroom experiences.

d. As a large group activity, participants will role play a simulated situation, emphasizing how to "move" from one "step" to the next on the observation instrument.

e. As a small group activity, participants will have a space to manipulate an actual setting, in order to visually demonstrate the way in which the environment can both facilitate and impede mobility.

f. VTR tape will be shown for review.

g. As an out of class activity, the effect of environmental factors on mobility should be taken into account in their restructuring and photograph of their own teaching space.

D. BEHAVIORAL OBJECTIVE: Teachers will learn to provide a safe and orderly environment.

1. SPECIFIC CRITERIA: Teachers will learn the importance of keeping furniture and materials neat, orderly, and attractive.
2. Teachers will learn to use bulletin boards and displays for current information, instruction, or recognition of learners.
3. Teachers will learn to have learners participate in maintaining orderly materials, preparing decorative and instructional displays, and monitoring safety.

a. METHODS: By demonstration, charts listing the workshop objectives, agenda, and "quotable quotes" relevant to the workshop will be displayed.

b. Beginning segment of "Stretch" tape will be shown as Introduction.

c. The "why" and "how" of this objective will be explored in a brainstorming session, drawing on participants' own experiences and ideas.

d. As the final small group activity, each group will display and share their "projects" from the other three small group activities to the rest of the workshop participants.

e. VTR tape will be shown for review.

f. As part of out of class activity, participants should include constructing a display or bulletin board in their photograph of their "restructured" teaching space.

LESSON PLAN

Workshop #4
(1/31/79)
Dr. Kathleen Huguenin

Approximate Time	Activity	Materials Needed
Prior to beginning of workshop	Preliminaries: The instructor will arrange the workshop appropriately. This will include: displaying charts, making sure the different areas of room are appropriate to the activities that will take place there, including suitable seating arrangements, having materials assembled and functional, and making sure the workshop space is neat, orderly, and attractive.	The specific materials are listed below along with the activity with which they will be used.
5 mins.	Introduction: The instructor will introduce herself and go over the objectives and agenda of the workshop. The charts listing these will be referred to. Any discrepancy between the expectations of teachers and the instructor will be discussed. Using the physical arrangements of the workshop setting as an illustration, especially the structure of the small group work areas, the instructor will experientially introduce the idea of how the structure of a setting can act to facilitate or impede activities.	Chart listing workshop objectives and chart listing agenda
15 mins.	The instructor will play the opening segment of Stretch Tape #2 ("Learning Centers"). The teachers will be directed to pay special attention to how the teacher in this tape would be rated in the 4 areas focused upon in this workshop: classroom arrangement, organization and distribution of materials, student mobility, and the physical environment. This will be discussed.	Stretch Tape #2 Video playback unit 35 copies of observation instrument
20 mins.	Brainstorming Session: The instructor will introduce a large group brainstorming session, making sure all the teachers are familiar with this technique. The instructor will act as facilitator; a recorder will be solicited from among the group of teachers. There	Butcher paper Felt pens Masking tape

Approximate Time	Activity	Materials Needed

will be 4 parts to this activity, one for each of the 4 areas focused upon in this workshop. The instructor will initiate this activity by asking "why" :

a) . . . teachers should arrange the classroom using different groupings?

b) . . . teachers should have necessary materials available for distribution to students; and why acquaint students with the materials system in the classroom?

c) . . . teachers should facilitate student mobility?

d) . . . teachers should keep their furniture and materials neat, orderly, and attractive; why use bulletin boards and displays for current information, instruction, or recognition of students; and why students should be involved in maintaining materials, preparing displays, and monitoring safety?

The instructor will then solicit the "how to" for each of the 4 areas. The instructor will encourage teachers to draw on their own experiences, to share their "tips" (such as especially effective bulletin boards or displays they have used), and their unique solutions to special problems (such as what to do when a teacher does not have his or her own room to rearrange).

Suggestions will be recorded on butcher paper, and if there is sufficient interest, the instructor will duplicate copies of "how to" suggestions for each teacher.

The instructor will refer back to the opening segment of Stretch Tape #2, encouraging teachers to elaborate how the teacher in the tape could improve her performance in each of the 4 areas.

Where appropriate, the instructor will briefly make reference to relevant research findings, such as Biddle's study on environmental impact on learning, and the effect of public invidious comparisons among students on competition.

Workshop #4 - 3

Approximate Time	Activity	Materials Needed
30 mins.	Simulation: The instructor will present a simulated problem to the entire group. It will focus on a teacher who wishes to change her classroom in order to "move" from a rating of "3" to "4" and then "4" to "5" on the observation instrument in the areas of classroom grouping and student mobility. The instructor will solicit volunteers from among the teachers to simulate the teacher, observer, and students, or any other relevant "players" deemed necessary by the group. This activity will be carried out in an area of the room where the furniture, materials, etc. can be easily rearranged. After several "solutions" have been tried, and several teachers have had the opportunity to act as the simulated teacher, the instructor will lead a brief discussion, stressing the fact that there is not one "correct" solution, and the interrelationship between these two factors.	
10 mins.	Break: The instructor and teachers will have the opportunity to move around the room, go outside if they wish, and to experience a short recess. It should be made clear ahead of time how long the bread is to last, and the specific time everyone is due back.	
75 mins. (5 mins.)	Small Group Activities: When the teachers return from the break, they will find 12 signs placed around the room, each one with a different month of the year. These signs will be used to divide the large group into smaller groups. The instructor will direct the teachers to stand under the sign of the month they were born. This should result in 12 groups.*	12 signs, each one with the name of a month

---

*Barring any unforeseen freak of nature where, for example, everyone was born in Nov. --in which case, the newly developed technique of "counting off" will be used and the teachers will be told the experience of standing under the signs was to experientially illustrate how student mobility and classroom arrangement are intertwined!

Approximate Time	Activity	Materials Needed
	The instructor will combine pairs of groups together in order to arrive at 6 groups of fairly similar size. Two groups at a time will, work together as a team, thus producing 3 teams. Each of these teams will be assigned to one of 3 "stations" located in separate parts of the room. After 15 mins. has elapsed, the teams will rotate stations, and after another 15 mins., they will switch again, until each team has had the opportunity to do the activities assigned at each of the 3 stations. The "products" from each of these 3 stations will be kept by each team to be used in Station #4. The activities of the fourth station will be completed by all groups simultaneously.	
(15 mins.)	Station #1: Each of the two groups in the team will be assigned a separate "problem". This problem will center around how to arrange a space to accommodate a particular type of activity the teacher wants to present to a group of students. Using one of the scale model classrooms, the group will arrive at a "solution" by manipulating scale furniture, equipment, materials, etc. They will reach a single, agreed upon solution as a group. They will record their solution by tracing their arrangement and labeling it. The group will then list reasons why they decided to structure their space in that particular way to solve that particular problem.	Written, posted instructions for Station #1 2 written problems 2 scale model classrooms Scale furniture, equipment, materials, etc. Paper Felt pens
(15 mins.)	Station #2: Both groups will work together as one team. The instructor will have the appropriate segment of the Florida tape ready for viewing. The team will be assigned to view 8 mins. of this tape and to count how much time this teacher spent distributing materials. As a group they will then calculate the percentage of time this teacher devoted to this task. They will then record this figure. The team will then generate ways in which the	Written, posted instructions for Station #2 Florida tape Video playback unit Stopwatch Calculator Paper Pencils Felt pens

Approximate Time	Activity	Materials Needed
	Florida teacher could have accomplished this task more efficiently and transferred greater responsibility to her students. The team will record their recommendations.	
(15 mins.)	Station #3: Each of the 2 groups in the team will be assigned a separate role playing problem. Both of these problems will center around the same situation--the effect of environmental factors on mobility. One will focus on how environmental factors can contribute to student mobility, and the other on how they can act to impede it. Using the actual furniture, equipment, materials, etc. in two specified areas of the room, each group will physically arrange the space appropriate to the assigned problem. Each group will arrive at a single solution for their problem. They will record this solution. After 7-8 mins. has elapsed, the two groups in the team will switch problems so each has an opportunity to work on both problems.	Written, posted instructions for Station #3 2 written problems Paper Felt pens
(15 mins.)	Station #4: After all 3 teams have had an opportunity to experience each of the 3 stations, they will all work on Station #4 simultaneously. Each team will be assigned the task of constructing a display to reflect their experiences and "solutions" to each of the previous 3 tasks. Each team will be assigned a separate part of the room to set up their display. They will have 15 mins. in which to complete it.	3 copies of written instructions for Station #4 Masking tape Butcher paper Felt pens
(10 mins.)	Each team will be given approximately 3 mins. to explain their display to the other 2 teams and instructor.	
15 mins.	Review: The instructor will play the edited version of the VTR tape to the entire group as a review of the 4 areas focused on in this workshop. The tape has been edited so that examples illustrating each of the 4 areas are grouped together. At the conclusion of each set of examples for a given area, a pause will occur. The instructor	Edited version of VTR tape Video playback unit

Approximate Time	Activity	Materials Needed
	will ask the teachers to identify the behavioral objective being illustrated. This process will repeat itself until all four of the objectives have been illustrated and identified.	
5 mins.	The instructor will give the teachers an opportunity to raise any unanswered questions or concerns in the general area of how a teacher organizes time, space, materials, and equipment for instruction. The instructor will suggest supplementary materials and readings appropriate to this area.	Bibliography of supplementary materials
5 mins.	Follow-up: The instructor will assign the teachers to complete one of two alternatives follow-up activities: a) Alternative assignment #1: Teachers will structure their classroom in 3 different ways to accommodate: 3 different kinds of activities, student mobility, and effectively used bulletin boards or displays. They will photograph these arrangements and write a short paragraph describing the activity for which it was designed. These photographs and descriptions will be informally shared with fellow teachers at the following workshop session, then forwarded to the instructor who will provide feedback and return them. b) Alternative assignment #2: Teachers will view their own videotaped observation. They will calculate the percentage of time spent distributing materials and record this figure. The teachers will then generate ways they can make their organization and distribution of materials more efficient, and how they can transfer greater responsibility to their students. This original figure and list of ideas will be informally shared with fellow teachers at the following workshop session, then forwarded to the instructor who will provide feedback and return them.	35 copies of written description of the two alternative assignments

IV. A. ARRANGES CLASSROOM USING DIFFERENT GROUPINGS

1. The teacher requires pupils to be seated in mass audience arrangement.
2. Teacher allows small changes in setting with limited group interaction but always under his/her direct supervision.
3. Teacher allows students to change places but does not change the room to adapt to these changes.
4. Teacher allows different arrangements in the classroom and children move to different settings if there is an apparent need to work together.
5. The teacher encourages pupils to work in small functional groups by means of physical arrangements of the room such as tables, rugs, desk groupings, etc. There are different physical groupings obvious in the room.

IV. B. ORGANIZES MATERIALS FOR EFFICIENT USE BY LEARNERS

1. Materials essential to the lesson are not in hand.
2. Finding some materials causes a delay in instruction.
3. Necessary materials are available for efficient distribution to learners.
4. No problems with the organization or distribution of materials are observed.
5. In addition to #4, learners are acquainted with the materials system in the classroom and can accommodate themselves in most instances.

IV. C. PROVIDES A LEARNING ENVIRONMENT THAT IS ATTRACTIVE AND ORDERLY

1. Organization of furniture and materials is haphazard. Dirt and litter are evident.
2. The classroom area is clean but disorganized.
3. Furniture and materials are neat and orderly. Plants, animals, displays, posters, or bulletin boards make the room seem attractive.
4. In addition to the items in #3, bulletin boards and displays are used for current information, instruction, or recognition of learners.
5. In addition to the items in #4, learners participate in maintaining orderly materials, preparing decorative and instructional displays, or monitoring safety.

IV. D. ORGANIZES AND SUPERVISES STUDENT MOBILITY WITHIN THE CLASSROOM

1. Students are not allowed to leave their seats. Students cannot chose where in the classroom they can work.
2. Students move about classroom only with permission of teacher.
3. Students move around the room to places other than their assigned seats, but only at specified times during the class period and to specified areas of the room.
4. Students move about the room freely but only at specified times during the class period.
5. Students move freely around the room and are allowed to work at places other than their assigned seats. Students sit on the floor or other non-desk areas.

IV. Organizes for instruction.						
Classroom arrangement Organizes materials efficiently Provides a safe orderly environment Student mobility	A ( ) B ( ) C ( ) D ( )					

WORKSHOP #4

Simulation Problem (ref. p. 3 of Lesson Plan)

When the observer came to Ms. Johnson's first year special education class, she noted that although students moved around the room to places other than their assigned seats, they seemed to be only permitted to do this at specified times during the class period and only to specified areas of the room. Plus, the room was not altered in any way to accommodate the students moving around. Ms. Johnson received a rating of "3" in both the areas of "student mobility" and "classroom arrangement". She very much wants to improve her score in both of these areas to at least a "4" and hopefully a "5".

What can she do. . . ?

WORKSHOP #4

Station #1 - Problems (ref. p. 4 of Lesson Plan)

Problem #1: Mr. Skolsky doesn't have his own classroom when he comes to teach a group of special education students 2 days a week at P.S. 142. He and his class have been assigned to the "all purpose room" (also known as the "cafetorium"). The tables and benches that fold out from the wall are the only furniture in the room. He wants to set up an individualized math program so each student can work on a different task at his/her own pace. He would like students to be able to move sequentially through the math tasks independently, working in the place they feel most comfortable, yet not disturbing their fellow students.

How might Mr. Skolsky arrange his teaching space to accommodate this kind of activity (and at the same time receive a "5" in "classroom arrangement")?

Problem #2: Ms. Watson works in an old school building where the desks are permanently attached to the floor. She has recently attended a workshop on learning centers and is quite anxious to try to set them up in her own special education classroom. She would like to set up an arrangement whereby several groups of a few students each can simultaneously work on different language arts tasks.

How might she arrange her classroom for this kind of activity (and at the same time receive a "5" in "classroom arrangement")?

WORKSHOP # 4

Station #3 - Role Playing Problems (ref. p. 5 of Lesson Plan)

Problem A: Mr. Kent wants his students to know that they are free to move around the classroom and allowed to work at places other than their assigned seats--even on the floor if they wish. Assuming you are Mr. Kent, how will you arrange your teaching space so it communicates this philosophy to your students?

Problem B: Ms. Take believes students should not be allowed to leave their seats because that is the only appropriate place for them to be doing their work. After all, they are in school and that's what the desks are there for! She believes students certainly shouldn't be able to choose where in the classroom they want to work. She wants her students to know exactly how she feels abut this by the way her classroom is arranged. Assuming you are Ms. Take, what will your classroom look like?

WORKSHOP #4

Station #1 - Directions (ref. p. 4 of Lesson Plan)

Time : 15 mins.

Each group will work separately.

Directions:

1. Each group take one of the "model classrooms" and the accompanying envelope containing your "problem". Read it.

2. "Solve" your problem by manipulating the scaled "furniture," "materials," "equipment," etc. If you need additional "furniture", etc. please feel free to construct it using the paper, pens, tape provided.

3. Reach one agreed-upon "solution" as a group.

4. Record your "solution" by tracing and labeling your classroom arrangement on the large paper provided.

5. List reasons at the bottom of this large paper why your group decided on that particular "solution."

6. Return the scaled "furniture", etc. to the supply box and put the "problem" back in the envelope.

7. Take your record of the "solution" with you to the next station.

WORKSHOP #4

Station #2 - Directions (ref. p. 4 of Lesson Plan)

Time: 15 mins.

Both groups will work together as one team.

Directions:

1. Choose one person to act as timekeeper. That person should be given the stopwatch and should tell the group when 8 mins. of the videotape has elapsed.
2. Turn on the machine and observe the teacher. Count how much time this teacher spends distributing materials.
3. After 8 mins. of the tape has been shown, calcualte the % of time the teacher devoted to the distribution of materials. Record this figure on the paper provided.
4. On the same paper, list ways this teacher could have accomplished this task more efficiently and transferred greater responsibility to her students.
5. Rewind the videotape back to the place you began viewing it.
6. Take your calculation and list with you.

WORKSHOP #4

Station #3 - Directions (ref. p. 5 of Lesson Plan)

Time: 15 mins. total

Each group will work separately

Directions:

1. Each group take a separate envelope containing a written role playing problem and move to one of the assigned spaces in the room.

2. You have 7-8 mins. to "solve" the problem. Do this by rearranging the actual furniture, equipment, and materials in your area of the room. Each group should arrive at one agreed-upon "solution."

3. Record the solution on the paper provided and keep it with you.

4. At the end of 7-8 mins, switch problems with the other group, but staying in your same area of the room, repeat steps 2 and 3 above.

WORKSHOP #4

Station #4 - Directions (ref. p. 5 of Lesson Plan)

Time: 15 mins.

Both groups should work together as one team.

Directions:

1. Choose an area of the room and construct a display to reflect your team's experiences and "solutions" to each of the previous 3 stations.
2. Prepare a 3 mins. explanation of your display for the rest of the workshop participants.

WORKSHOP #4

Follow up: You are to choose either to complete Alternative #1 or Alternative #2 by next week. You are to bring the assignment (photograph and descriptions for #1 or the figure and list of ideas for #2) to next week's workshop. Mr. Stulac will collect them. They will be forwarded to me and I will provide individual feedback on them and return them to you, via Mr. Stulac.

Alternative #1: Choose 3 different kinds of activities you wish to use with your students. Structure your classroom in a different way to accommodate each of these 3 activities. Each of the 3 arrangements should show attention to student mobility patterns and the use of effective bulletin boards or displays. Photograph each of these 3 arrangements and write a short paragraph describing the activity for which it was designed. Bring these 3 photographs and descriptions to next week's workshop.

Alternative #2: View the videotape of your own classroom observation. Calculate the percentage of time you spent distributing materials. Record this figure. Make a list of the ways you can make your organization and distribution of materials more efficient and how you can transfer greater responsibility to your students. Bring your calculation and list of ideas to next week's workshop.

WORKSHOP #4

Additional Sources of Information and Related Research

"Learning Centers" A "STRETCH" Teacher Education Module, MCESA, 1977*

This booklet introduces the concepts and skills necessary to design and implement learning centers. It includes short readings and specific activities. It provides an excellent step by step resource from the philosphy to the details of setting up learning centers in the classroom.

"Preparing the Physical Environment for Learning" Teacher Education Module I-9, Florida Dept. of Education, 1970*

This practical "how to" booklet provides a guide on setting up a classroom. It includes excerpts from The Instructor and Elementary School Teacher as well as numerous checklists. Although specifically designed for classroom aides, it does offer practical "tips" useful to the classroom teacher as well as provides a resource that can be used in training of aides, volunteers, or student teachers.

On What Is Learned In School, Robert Dreeben, Addison-Wesley, 1968

This book is somewhat theoretical, but does provide a thought-provoking argument for the idea that what children learn in school goes beyond the curriculum. He suggests that students implicitly "learn" such things as competition by the very nature of the way in which classrooms are structured.

* Available in Metro West Resource Center

WORKSHOP #4

Sources (con't)

"Center for Interracial Cooperation: A Field Experiment", E.G. Cohen, M. Lockheed, and M. Lohman, SOCIOLOGY OF EDUCATION 49, Jan. 1976, pgs. 47-58.

The article presents the results of an experiment which focused on changing the structural properties of a school setting in order to produce cooperative behavior among students. Although fairly theoretical, it offers a unique perspective on how structural dimensions of classrooms can be manipulated to produce desired ends.

Realities of Teaching: Explorations with Videotape, R.S. Adams and B.J.Biddle, Holt, Rinehart and Winston, 1970

This book, a study of actual classrooms, addresses the relationship between teacher and student and how structural factors can affect it. Among the findings is that teachers direct a large percentage of their verbal comments to those students seated in closest proximity to them. The consequences of this are explored.

SUGGESTED CHANGES FOR WORKSHOP # 4: "Organizes time, space, material, and equipment for instruction"

(The first 3 changes represent things that were incorporated into the workshop, but were not part of the lesson plan.)

1. Have the teachers observe and evaluate the instructor according to the 4 criteria they, themselves, will be evaluated on. Hand out the observation sheets at the beginning; allow time for them to be filled in and collected at the conclusion of the workshop.

2. Drop the "simulation" activity on p. 3--insufficient time. (If there were sufficient time, I would substitute a mini "experiment", perhaps like a version of the Biddle experiment, here instead.)

3. Limit the 4th station to 5-8 minutes, rather than 15.

(These are changes from the format of the workshop, as presented.)

4. Provide more information and examples on the secondary level. This could be done by having one of the examples on the tape as well as some of the "problems" at the stations relevant to secondary situations.

5. Drop the "Role Playing" station and replace it with a problem that the teachers would work on individually and at their own level. This would better replicate the kind of teaching situation most of them seem to be in.

6. Devote time either in the Discussion phase of this workshop or at a follow-up workshop at the end of the semester to an exploration of substantive issues, such as what to do if they are being evaluated on increasing student mobility and either by choice or circumstance, they are unable to alter this dimension.

Workshop #4

Participant's comments

HOW USEFUL WAS THE INFORMATION?

Extremely useful for teachers new to teaching; and old teachers could get some great ideas for their classroom as well.

Very useful. All teachers need to know different ways of presenting information. Also to monitor your own behavior in the classroom.

Super - I can use even more of my room for more "different" things. We need more of these!

WHAT WAS THE BEST IDEA?

Focusing attention away from one restrictive area for the teacher.

Preparing materials so as not to waste time.

How __not__ to be a "straight-row" teacher.

Using what little we've all got in the way of physical environment.

EC123251

Workshop V

Demonstrates enthusiasm for
teaching & learning & for the
subject being taught.
Uses procedures which involve
the student in the learning task.

Presentor: Debbie Brenner

Special Education Competencies
for Teachers
Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

This Workshop was developed
under Title IV - C Funds
Georgia State Department of Education.

Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
Telephone: (404) 352-2697

Expanded Outline

Workshop #5

Workshop Leaders
Debra Brenner
John Olive

VI. "The teacher will learn to demonstrate enthusiasm for teaching and learning and for the subject being taught."

A. "The teacher communicates personal enthusiasm."

1. The teacher uses facial expressions to indicate pleasure, concern, interest, etc.

   a. "Pass the Motion": In a group game, the participants will stand in a circle. An appointed leader will do stretching exercises while the participants follow. The leader will then exercise his/her face by making various expressions which the participant will copy one at a time as they pass the motion (facial and body language) around the circle. Each participant will create their own facial expression to be passed.

   b. The participants will view a portion of the video program "Serendipity" and the STRETCH module, "Language Experience Approach" noting the range of facial expressions used.

2. The teacher uses voice inflections to stress points of interest and importance.

   a. "Comparatives": The participants will divide into three groups. Given a short phrase or passage to read, the first group will use a weak or uninteresting voice, the second group will use a moderate vocal inflection pattern, and the third group will use interesting and stimulating inflection patterns for the same phrase or passage. The groups will rotate levels of inflection patterns.

   b. The participants will divide into two groups. Given a beginning to a story, the participants will repeat the first line and then add their own line. They will be required to imitate the expression in the previous participant's voice when repeating their lines.

   c. The participants will view a portion of the video program "Serendipity" and STRETCH Module, Language Experience Approach, noting the range of voice inflections used. A short discussion will follow.

3. The teacher moves freely about the room or among the students.

    a. The participants will follow a series of movement exercises designed to stretch and loosen their own personal movement such as: (1) moving about the room slowly, quickly, (2) dodging each other in a game called "poison", (3) running, walking, skipping, hopping.

4. The teacher uses a variety of gestures (head, arms, etc.) to accentuate points.

    a. In pairs, the participants will carry on a non-verbal conversation using specific body parts designated by the workshop leader.

    b. "Forehead Game": The participants will be given an emotion or descriptive adjective on a label affixed to their forehead. Each participant will then try to guess their word through clues and actions mimed out by the other participants. This activity is NON-VERBAL!!!

    c. "Rumors": The participants will divide into two or three groups and stand in a line one behind the other. The leader will demonstrate a non-verbal story to the last person in each line. They, in turn, will pass the story up the line. The first person in line demonstrates the story to the entire group.

    d. The participants will view a portion of the video program "Serendipity" and the STRETCH Module: Language Experience Approach noting the variety of gestures used to accentuate points. A short discussion will follow.

B. The teacher communicates with learners in a way that conveys interest in them and the subject.

1. The teacher encourages learners to share ideas or experiences related to the topic.

    a. Short lecture/discussion on Teacher Effectiveness Training Techniques introducing useful vocabulary for active listening.

    b. The participants will discuss "Car Failure on a Winter Morning", in pairs, employing active listening.

    c. The participants will view a portion of the STRETCH Module: Language Experience Approach as an example of good active listening techniques.

2. The teacher provides personal examples or experiences related to the topic.

    a. A short lecture/discussion about Language Modeling Techniques.

b. In pairs, the participants will discuss "Car Failure on a Winter Morning" while employing Language Modeling Techniques.

c. The participants will view the video tape on Language Modeling Techniques.

3. The teacher incorporates ideas of learners into lesson.

a. A brainstorming and sharing experiences session on ways of incorporating student ideas into lesson.

Ex: Teacher is reading a story about trains; student says, "OH, I just went on a train ride to Washington, D.C.

Ex: In the midst of a movement exercise, a student interrupts to show headstand skills.

Ex: In a speech therapy lesson, student working on "s" wants to tell something about grandmother's visit.

Ex: When discussing Math problems with money, ask the students what they would like to buy, how much it costs, how many can they buy with one dollar?

b. The participants will view examples from the VTR library (#63, #54) demonstrating this item.

4. The teacher describes or reminds learners of the importance of the topic.

a. "If you don't have a reason for teaching something . . . DON'T". Discussion with examples such as those relating to the students real personal world:

- test next week

- buying something at the store

- asking for something

- following directions

- reading road signs

C. The teacher expresses enthusiasm for, or high interest level in the students and class activities.

1. The teacher is poised and controlled. He/she wants his/her students to learn but the presentation lacks sparkle. ("Controlled")

a. The group will be divided into 6 small groups. In a simulated classroom session, the participants will demonstrate a lesson. The lesson will be characterized by one of the descriptors. (Note: Each group will send a representative to pick out of two grab bags; one will have interesting pictures, and one will have a descriptor on it. The groups will present their lessons and the large group will categorize them by descriptors. A short discussion will follow.

2. The teacher is interesting and confident. He/she demonstrates an earnest desire for his/her students to grasp the material. His/her presentation is attractive. ("Interesting")

   a. The group will be divided into 6 small groups. In a simulated classroom session, the participants will demonstrate a lesson that is characterized by one of the descriptors.

3. The teacher is dynamic and stimulating. He/she uses expressiveness and variety in tone of voice and eye contact. She/he includes facts or ideas which stimulate interest. His/her teaching behavior captures the attention of and excites the students. ("Stimulating")

   a. In a simulated classroom session, the participants will demonstrate a lesson that is characterized by one of the descriptors.

   b. One of the workshop leaders will simulate a teacher exhibiting behavior reflecting descriptor, 1. apathetic and 2. boring. The second leader will then enter with much enthusiasm and simulate replacing the first leader. The participants will join in a short discussion.

   c. Participants will create facial expressions in a game called "pass the motion." (see VI.A.1.a.)

   d. The participants will view a portion of the video program "Serendipity" and the STRETCH Module: Language Experience Approach noting the range of facial expressions used. (see VI.A.1.b.)

   e. The participants will use weak or intense vocal patterns in a game called "Comparatives." (see VI.A.2.a.)

   f. The participants will create a story concentrating on inflection patterns. (see VI.A.2.b.)

   g. The participants will act out various descriptive adjectives in a game called "Forehead Game." (see VI.A.4.b.)

D. The teacher establishes a convivial classroom atmosphere.

1. The teacher cares for the students even though not always aware of their feelings. The atmosphere is businesslike.

   a. The participants will demonstrate a simulated lesson characterized by the descriptors. (see VI. C.1.a.)

    b. The participants will join in an activity dealing with relationships.

2. The teacher is jovial and friendly but interacts mainly with the group. The teacher is more supportive than critical and generally responds to the students. The atmosphere is responsive.

    a. The participants will demonstrate a simulated lesson characterized by the descriptors. (see VI.C.1.a.)

    b. The participants will join in activities dealing with relationships: greeting game, trust games, etc.

    c. The participants will view a portion of the video program "Serendipity" and STRETCH Module: Language Experience Approach.

    d. As a homework assignment, the teachers will try at least one of the above games with their students and report back on its affect.

3. There are good feelings and friendship between teacher and students, students and students. The atmosphere is tension free. The teacher and students accept and like each other.

    a. The participants will demonstrate a simulated lesson characterized by the descriptors.

    b. The participants will join in activities dealing with relationships: greeting game, trust games, etc.

    c. As a homework assignment, the participants will try at least one of the game-ideas presented with their students and report back on the responses.

    d. The participants will view a portion of the video program "Serendipity" and the STRETCH Module: Language Experience Approach.

X. "The teacher uses procedures which involve the student in the learning task."

A. The teacher uses procedures which initially get learners involved in lessons.

1. The teacher helps the learners recall past experiences or knowledge that relate to new activities.

    a. In four age related groups, the teachers will design a unit to incorporate a specific number of the measurement criteria. (A handout will be used to aid them.)

   b. As a homework assignment teachers will attempt to plan a current or future unit for their classroom including the four measurement criteria. They will report back on their comments and the outcome of the unit on a handout provided.

   c. The teachers will view an excerpt from STRETCH tape: #1 "Questioning Skills"

2. The teacher uses interests of learners as a link to new activities.

   a. In four age related groups, the teachers will design a unit to incorporate a specific number of the measurement criteria. (A handout will be used to aid them.)

   b. As a homework assignment teachers will attempt to plan a current or future unit for their classroom including the four measurement criteria. They will report back on their comments and the outcome of the unit on a handout provided.

   c. The teachers will view an excerpt from STRETCH tape: #1 "Questioning Skills"

3. The teacher stimulates interest in new activities with such things as discrepant events or thought-provoking questions.

   a. In four age related groups, the teachers will design a unit to incorporate a specific number of the measurement criteria. (A handout will be used to aid them.)

   b. As a homework assignment teachers will attempt to plan a current or future unit for their classroom including the four measurement criteria. They will report back on their comments and the outcome of the unit on a handout provided.

   c. The teachers will view an excerpt from STRETCH tape: #1 "Questioning Skills"

4. The teacher helps learners understand what they may achieve by participating in the new activities.

   a. In four age related groups, the teachers will design a unit to incorporate a specific number of the measurement criteria. (A handout will be used to aid them.)

   b. As a homework assignment teachers will attempt to plan a current or future unit for their classroom including the cour measurement criteria. They will report back on their comments and the outcome of the unit on a handout provided.

   c. The teachers will view an excerpt from STRETCH tape: #1 "Questioning Skills"

B. The teacher uses responses and questions from learners in teaching.

1. The teacher acknowledges learners who wish to be recognized and occasionally asks for learner responses or questions.
   a. The teachers will view a portion from STRETCH tape #1, "Questioning Skills".
2. The teacher (more frequently) asks for learner responses or questions on the lesson.
   a. The teacher will view a portion from STRETCH tape #1, "Questioning Skills".
3. As well as asking for responses and questions, the teacher frequently incorporates these into subsequent activities.
   a. The teacher will view a portion from STRETCH tape #1, "Questioning Skills".
   b. The teachers will incorporate these criteria into the four group units to be designed during the workshop. (see X.A.1.a.)
   c. The teachers will incorporate these criteria into their homework assignment. (see X.A.1.b.)

C. The teacher provides learners with opportunities for participating in class activities.

1. The teacher provides most learners with the opportunity for active participation at some time in the class (e.g. small group discussion, physical manipulation of materials, physical movement, individual library work, etc.).
   a. The teacher will view a portion from STRETCH tape #1, "Questioning Skills".
   b. The teachers will incorporate the criteria into the four group units designed during the workshop. (see X.A.1.a.)
   c. The teachers will incorporate these criteria into their homework assignment. (see X.A.1.b.)
2. The teacher will provide all learners with the opportunity for active participation in some type of activity.
   a. The teachers will view a portion from STRETCH tape #1, "Questioning Skills."
   b. The teachers will incorporate the criteria into the four group units designed during the workshop. (see X.A.1.a.)
   c. The teachers will incorporate these criteria into their homework assignment. (see X.A.1.b.)

3. The teacher will provide all learners with multiple opportunities for active participation in activities.

    a. The teachers will view a portion from STRETCH tape #1, "Questioning Skills".

    b. The teachers will incorporate the criteria into the four group units designed during the workshop.

    c. The teachers will incorporate these criteria into their homework assignment.

D. The teacher involves students actively in the lesson.

1. Most learners (75%) are on task. (actively engaged in the lesson)

2. High on-task (90%) behavior is evident.

3. All learners are on task.

These criteria are the hoped-for results of all the above activities included on both parts (VI and X) of the workshop. A short discussion on ways to monitor the students' involvement will be held. Reference will be made to workshops 8 and 9 which deal~~s~~ with monitoring techniques in more detail.

Workshop #5
(2/7/79)
Debra Brenner
John Olive

Approximate Time	Activity	Materials Needed
5 min.	Introduction: The instructors will introduce themselves and outline for the teachers the objectives to be covered and the agenda for the workshop. (Teachers seated in Circle Area.)	25 copies of Outline for the Workshop
15 min.	A series of warm-up games will follow: basic stretches, facial warm-ups, move body parts, "Pass the Motion" (the teachers stand in two circles and an appointed leader begins the activity by choosing one movement or facial expression. The leader passes this to the person on their right until the motion is passed around the entire circle. The person to the leader's right then creates their motion and it is again passed. The use of facial expression and body language is emphasized. This activity is complete when each teacher has had an opportunity to be leader.) Depending on the size of the group, all the above games may be done with two separate groups. (Circle Area)	
15 min.	The teachers will view the STRETCH MODULE: Language Experience Approach and the first section of TEACHER #8. (Table Area) The teachers will rate the two teachers viewed on the Video Tape on items VI A,B,C,D while watching the video tapes.	Video Tape Player Stretch Module: Language Exp. Approach V.T. - Teacher #8
8 min.	The teachers will participate in a discussion on how they rated the two teachers and why. They will only rate them on items VI A,B,C,D. Example of discussion: "Did anyone give either of the teachers a '1'? Why?" "a 2? a 3?" Etc. What did the teacher do to deserve that rating? What could the teacher have done to improve her rating?	25 copies of Rating Sheets for these items
8 min.	The instructor will divide the teachers into three groups. Each group will be required to read a short phrase. The first group will use a weak or uninteresting voice, the second group will use a moderate vocal inflection pattern, and the third group will use interesting	

	inflection patterns. Each group will have the same phrase to say. The groups will rotate levels of inflection patterns until each group has the opportunity to express each level of inflection at least once. (Circle Area)	Packet of phrases written on paper large enough for the entire group to see.
15 min.	Each teacher will be given an emotion or descriptive adjective on a self-sticking label. The labels will be put on their foreheads. Each teacher will have the task of guessing their word through non-verbal clues and actions mimed out by the other teachers. When they have guessed their word, they will remove the label and continue to help the other teachers guess theirs. The activity is complete when everyone has guessed their word.	25 labels with words written on them.
10 min.	Break	
20 min.	The teachers will be divided into three groups. Each group will have approximately seven in the group. Each group will send a representative to pick cards out of a box. There will be two boxes set up. One will have topics for a lesson, and the other will have descriptors from items VI C (3,4,5) and VI D (3,4,5). The group will plan and simulate a brief two-minute lesson on the topic. The presentation will be characterized by the descriptor they chose. The rest of the teachers will match the lesson presented with the descriptors listed on a chart. The activity will be complete when all the groups have presented their lessons and a short discussion follows. (Table Area)	2 boxes, topics on cards, descriptors on cards, VI C (3,4,5) VI D (3,4,5) descriptors on chart.
10 min.	The instructor will present a discussion on Language Modeling Techniques.	
5 min.	The teachers will view a video tape on Language Modeling Techniques with a deaf student.	Video Tape player monitor, Video Tape on Language Modeling
10 min.	The teachers will pair off with someone they do not know well. They will discuss "Car Failure on a Winter Morning." Teacher B will discuss the topic while Teacher A employs at least two methods of Language Modeling. The activity will be timed.	
10 min.	The instructor will discuss why the teacher should describe or remind the students of the importance of the topic. The discussion will include some of the following ideas: "If you don't have a reason for teaching something . . .	

	DON'T!" The discussion will include examples of things relating to the students real personal world: a test next week, buying something at the store, asking for something, following directions, reading road signs.	
10 min.	The teachers will participate in a game dealing with establishing more open and trusting relationships. Everyone stands in a circle. They will be given a number between 1-35. The instructor will pick two numbers from a tub filled with the numbers written on papers. The two teachers with those numbers will greet each other in the middle of the circle and then switch places. They may greet each other in any way they like (i.e. say hello, wink, shake hands, hug, wave, use various inflection patterns to say hello). The activity will be complete when everyone has had a turn. (Circle Area)	Two tubs cards with numbers 1-35
5 min.	The teachers will pair off to play "Leading the Blind." Teacher A closes his/her eyes while teacher B leads "the blind" by the following symbols: tap on the back = move forward tap on the head = stop tap on the right shoulder = turn right tap on the left shoulder = turn left The activity will be timed.	
5 min.	The instructor will discuss the purpose for these activities and how they can be used within the classroom setting to help open up relationships.	
5 min.	The instructor will provide further suggestions for classroom use. For example: Eye Greeting Game: all participants walk around the room until they have greeted everyone non-verbally with their eyes. Trust games. Facial recognition by touch: wearing blindfolds, participants feel another's face and try to name the person. Making shapes [illegible] another person's body. Group shape: [illegible] participants work together.	
12 min.	The teachers will view an excerpt from STRETCH MODULE: "Questioning Skills". They will rate the teacher on the video tape on items X A,B,C,D&E.	Video Tape Player Monitor Video Tape Questioning Skills H.O. on X, A,B,C,D&E

The tape will be stopped midway to allow the teachers to rate that segment. When they have done so, the tape will continue and the teachers will rate the second part. A short discussion will follow. (Table Area)

15 min. The teachers will be divided into five groups. Each group will concentrate on designing a unit for a specific age group. (5 years, 8 years, 10 years, 12 years and 16 years) (See list of suggested topics on H.O.) They are required to include at least seven descriptors in their unit design. They may include as many as they like. The unit will be typed and passed out to all the teachers at the following workshop.

25 copies of H.O. on list of descriptors and topics for unit plan

5 min. The instructor will discuss item X.B on monitoring. The discussion will include suggestions such as: scanning the room every five minutes, walking around the classroom to see each student, asking the students questions, asking who needs help, etc. Monitoring depends heavily on the classroom setting, and this topic will be covered in depth during Workshops 8 and 9.

5 min. The teachers may ask questions at any time during the workshop; however, the instructor will pause at this time to ask for any comments the teacher would like to share pertaining to the workshop.

Homework Assignment:

The teachers will be required to do both of the following assignments:

Homework Assignment

1. The teachers will play one of the games presented or suggested during the workshop with their students. A form will be provided that is to be returned by the next workshop.

Comment Form/
Games Activity

2. The teachers will plan a current unit for their classroom (or use the unit their group planned during the workshop activity on unit planning). The unit must include at least seven descriptors from the list for the unit plan. The teachers will be required to carry out the unit, rate themselves on items X, A,B,C,D&E and submit their plans and comments (on the comment form provided) to the instructors when the unit is complete and no later than the date of the last workshop.

Comment Form/
Unit Plan

The Workshop is completed.

OBJECTIVES FOR WORKSHOP #5

VI. ENTHUSIASM ------ begets ------> X. STUDENT INVOLVEMENT

1st Part of Worshop Will Deal With:

VI. A. PERSONAL ENTHUSIASM

↓

Expressiveness

↙ ↓ ↘

Facial Physical Vocal
(Gesture & Movement)

VI. C.& D. PERCEIVED PERSONALITY OF TEACHER

- controlled, interesting, stimulating
- businesslike, responsive, friendly

2nd Part of Workshop Will Deal With:

VI. B. INTEREST IN LEARNERS AND SUBJECT / X. A. LANGUAGE MODELING FOR STUDENT INVOLVEMENT

- recalling past experiences
- encouraging student ideas
- incorporating these ideas and interests
- stimulating interest in new activities
- sharing personal examples
- relevance of subject/activities to learners

3rd Part of Workshop Will Deal With:

VI. D. CLASSROOM ATMOSPHERE

- hostile
- rigid
- businesslike
- responsive
- friendly

4th Part of Workshop Will Deal With:

X. E. PROVIDING OPPORTUNITIES TO ASK QUESTIONS AND DISCUSS

X. C. QUESTIONING SKILLS

- discouraging
- ignoring
- acknowledging
- illiciting
- incorporating learner responses and questions

X. D. ACTIVE PARTICIPATION OF STUDENTS

- individual
- small group
- large group
- manipulation of materials
- physical activities

X. B. MONITORING INVOLVEMENT

- are students on task?

Roman Numerals and Capital Letters refer to items in the SECT instrument.

WORKSHOP #5

Unit Plan/Comment Form

Teacher's Name:______________________________

Students' Ages and Description:______________________________

Unit Description and Goals:______________________________

Descriptors to be included:

1.______________________________

2.______________________________

3.______________________________

4.______________________________

5.______________________________

6.______________________________

7.______________________________

LIST OF DESCRIPTORS AND TOPICS FOR UNIT PLAN

When planning your unit, incorporate at least seven of the following descriptors:

- -physical activity
- -students ideas
- -student question time
- -discussion time
- -large and small group discussion and work
- -individual work
- -physical manipulation of materials
- -opportunities for students to respond
- -field trips
- -discussion of the relevance of activities
- -recollection of past experiences and knowledge that relate to the unit
- -linking the interests of the students with the activities
- -discrepant events to stumulate interest
- -high on-task behavior (90%)

Suggested Topics:

Pets: types, care of
Spring: plants, seeds, growth, changes
Holidays: Famous birthdays (i.e. Martin Luther King, Jr.)
  Easter
Stories: Peter Pan, Grimm's Fairy Tales
Foreign Countries: comparison of food, clothing, education, customs, etc. to those in the U.S.
Idioms and common expressions used in American English:
  "You crack me up"
  "You're pulling my leg"
  "You're putting me on"
  "Use your head"
  "Like a needle in a haystack"
  "Ants in your pants"
Pen Pals
Puppets: History, how to make them, putting together a puppet show, visiting a puppetry theatre

WORKSHOP #5

HOMEWORK ASSIGNMENT

1. Play one of the games presented or suggested during the workshop with your students. Complete the attatched form (Game Activity/Comment Form) and return to the instructor at the next workshop session.

2. Plan a current unit (something that you can execute in the near future) or use the unit that yourgroup planned during the workshop. The unit must include at least seven descriptors from the list provided. Upon completion of the unit, you will rate yourselves on items X. A, B, C, D, E , and submit your plans and comments to the instructor no later than the date of the last workshop. Use the Unit Plan/Comment Form.

WORKSHOP #5

Unit Plan/Comment Form

Teacher's Name:________________________________

Students' Ages and Description:________________________________

Unit Description and Goals:________________________________

Descriptors to be included:

1.________________________________

2.________________________________

3.________________________________

4.________________________________

5.________________________________

6.________________________________

7.________________________________

Ratings:

SECT Item X.A:_____ SECT Item X.D:\_____

SECT Item X.B:_____ SECT Item X.E:\_____

SECT Item X.C:\_____

Additional Comments:________________________________

WORKSHOP #5

Game Activity / Comment Form

Teacher's Name: ______________________________

Students' Ages, and Description: ______________________________
____
____

Short Description of Activity: ______________________________
____
____

When filling out the bottom half of this form, please check all appropriate items. Each question may have more than one answer.

1. How did your students react to the activity?
   ___Excited
   ___bored
   ___apathetic
   ___hostile
   ___other ______________________________

2. How did you feel during the activity?
   ___stimulated
   ___comfortable
   ___mildly uncomfortable
   ___very uncomfortable
   ___would like to do more activities like this but need further resources
   ___other______________________________

3. What was the percentage of student involvement?
   ___all of the students were involved
   ___most of the students were involved
   ___75% of the students were involved
   ___50% of the students were involved
   ___25% of the students were involved
   ___less than 25% of the students were involved

4. How would you describe the activity?
   ___valuable in enhancing the students' involvement
   ___carry- over of the involvement can be seen in other activities
   ___enjoyable
   ___disruptive
   ___other______________________________

5. Did the game activity change the classroom atmosphere? In what ways?
   ____
   ____

____

____

Additional Comments:___________________________________

____

____

____

WORKSHOP #5

Unit Plan/Comment Form

Teacher's Name:

Students' Ages and Description: Middle school EMR class
Ages 13 - 15 years

Unit Description and Goals: UNIT TITLE - You and Your Health
At the end of this unit the student should be able to demonstrate knowledge of areas covered in unit: 1) From Adolescence to Adulthood, 2) Exercise 3) Hygiene 4) Medical Facilities 5) Protection from Disease

Descriptors to be included:

1. RECOLLECTION OF PAST EXPERIENCES - students will relate experiences from their younger years, and how they look, feel, act different as they enter into puberty.

2. PHYSICAL ACTIVITY - When discussion of exercises necessary for good health, the students will work out and follow a daily exercise program to follow.

3. STUDENT QUESTION TIME - at any stage of the unit, the students' will be free to ask questions dealing w/ the current and/or previous lessons.

4. DISCUSSION TIME -- Teacher/student and student/student discussion of topic will be written into every lesson plan, as student input is very important!

5. INDIVIDUAL WORK - Students will have written assignments for each lesson. Example - For Exercise - the student will write a story describing his favorite sport and explain the benefits for his health of participating in this sport.

6. MANIPULATION OF MATERIALS - the students will learn and demonstrate use of physically tangible things that deal w/hygience - Ex: 1. learning floss teeth a. proper teeth brushing 3. how to care for nails, etc.

7. FIELD TRIP - to be used hand-in-hand w/hygience & medical facilities that are available, the students will take a field trip to a community medical center, and to a local dentist's office.

Ratings:

SECT Item X.A: 5

SECT Item X.B: 4

SECT Item X.C: 5

SECT Item X.D: 4

SECT Item X.E: 5

Additional Comments: Although I chose only 7 descriptors in the above exercise, I feel that all of the descriptors in the list can/and would be easily incorporated into the unit.

WORKSHOP # 5

Participant's Comments

WHAT WAS THE BEST IDEA IN THE WORKSHOP?

Getting the kids involved in activities.

All the activities that are body language oriented.

The one that stands out in my mind is the idea of using the games to teach kids about trust.

HOW USEFUL WAS THE INFORMATION?

It was useful because it was applicable to the classroom.

Workshop VI

Communicates with learners both
orally & in writing.
Instructs with clarity.

Presentor: Rick Kopp

Special Education Competencies
for Teachers
Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

This Workshop was developed
under Title IV - C Funds
Georgia State Department of Education.

Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
Telephone: (404) 352-2697

EC 123251

Workshop #6

Measurement Criteria

Rick Kopp

VIII. Goal: The teacher will communicate with learners both orally and in writing.

A. Teacher will provide directions and explanations using different words and ideas when learners misunderstand.

1. Teacher will restate original communication in nearly the same words or in somewhat abbreviated form if learners do not understand.

   Blackboard exercise with group input -- restating directions in a somewhat abbreviated form.

2. Teacher repeats directions and explanations using different words and ideas when learners show that they do not understand.

   Boackboard exercise with group input -- repeating directions and explanations using different words and ideas.

3. Teacher will attempt to identify areas of misunderstanding; and then use different words and ideas in repeating directions and explanations to learners who show that they do not understand.

   Role playing of question/clarification "scripts" used in the two preceding blackboard exercises. Groups of three will be created: two people will play the parts of the teacher giving the directions and the student who fails to understand; the third member of the role play team will observe and share his/her assessment of the interchange with the role players; the role of observer will rotate.

B. Teacher will communicate the impression that the teacher knows what is to be done and has a means of doing it.

1. Only occasionally is the impression given of not knowing what is to be done.

   Not applicable. (This level of performance is actually a partially-applied performance of the desired level below.)

2. The teacher has definite goals and plans for activities that are communicated to learners.

3. The teacher indicates how present plans and activities fit into longer range goals and plans. The teacher conveys the impression of a top notch professional at work.

C. Teacher will pace questioning so that each student is able to participate effectively.

1. Teacher gives the student ample time to respond before moving on.

   Videotape recorded examples of:

   - moving on without giving ample time (Staged classroom tape "Questionable Classroom Practices").
   - giving ample time before moving on (SECT VTR library).

2. The teacher restates or clarifies the question to aid the student in responding.

3. Teacher gives "hints" to aid the student in responding.

D. Teacher follows through concerning specific verbal directions or consequences expressed by her during class activities.

1. The teacher gives directions and follows through for some of the children.

   Not applicable. (This is actually a partially-applied performance of higher levels of performance.)

2. The teacher gives a direction and follows through most of the time. A verbal explanation is given to the child by the teacher in those instances in which (s)he does not follow through.

   Lecture -- "The Importance of Consistency"

3. The teacher gives a direction and then follows up on it. There is consistency in message and action by the teacher.

   VTR (SECT VTR library)

E. Teacher will communicate to the student information about the adequacy, completeness, or correctness of student responses and directions to assist the learner toward improved performance.

1. The teacher usually will respond to pupils' attempts to learn with general responses (such as 'B', 'OK', etc.) However, some specific comments about the general quality of the work are occasionally offered.

Group discussion of --

- some general responses (and why they are not sufficient)
- why specific comments are preferable -- some examples of specific comments

2. Usually, the teacher only lets pupils know which responses are right or wrong, (s)he occasionally offers suggestions for improvement.

   Lecture reiteration of importance of specific comments on work and the desirability of offering suggestions for imporvement.

3. Teacher consistently lets pupils know which responses are right or wrong, points out what is right or wrong about them and assigns the student learning activities to improve his performance.

   Pencil and paper small group activity -- worksheets will be prepared, giving incorrect student responses and requiring participants (in groups of three) to construct an appropriate teacher reaction including specific information regarding (a) which responses are right and wrong; (b) what is right or wrong about them; and (c) learning activities for the student to improve his performance.

IX. Goal: Teacher will instruct with clarity.

A. The teacher will be able to clearly introduce a new topic or return to a previously discussed topic.

1. Teacher introduces the lesson by a 'task-at-hand' introduction which prefaces the lesson but does not link it to past or future work.

   Lecture -- "The importance of clear introductions"

2. The lesson is preceded by a brief review of past work, linking the present lesson to previous learning. The present lesson is also introduced.

   Lecture -- "The importance of linking the present lesson to previous learning"

3. The lesson is introduced, linking the to-be-learned material to past work and also to work to come. The student sees where the lesson fits in the "Big Picture".

   VTR (SECT VTR Library)

B. The teacher clearly conveys instructions and expectations to the students.

1. Teacher's instructions are mostly clear. (S)he tries hard to get his point across. When students ask questions, he usually provides an adequate answer by presenting alternative explanations or by using a different choice of words. Students seem satisfied. There is more evidence of understanding than uncertainty.

2. Teacher comes across as clear and organized. Although his language level is appropriate for most of the class, it may be inappropriate for a few of the students. He provides a sufficient number of good examples and usually completes instructions and explanations. There is little evidence of uncertainty.

3. Teacher presents material in an explicit, logical and organized manner. He uses an appropriate language level. He illustrates generalities with ample specific examples and carries all instructions and explanations through to completion. He makes sure that all of the students understand.

(VTR (SECT VTR library)

C. Teacher gives clear directions and explanations.

1. The teacher attempts to clarify any confusion in directions or explanations with additional communications. Only a few learners then appear to not understand.

2. No evidence of learner confusion about directions and explanations is evident. Learners appear to understand what they are to do and how they are to do it.

3. Although learners appear to understand, the teacher checks to see that learners have understood communications by asking questions about the directions or explanations.

   Small group activity -- worksheets designed to require teachers to develop questions about directions or explanations given on the worksheet.

Workshop #6
(14 February 1979)
Rick Kopp

Approximate Time	Activity	Materials Needed
15 min.	Activity 1: participants will complete the handout as soon as they enter the workshop and are seated. Instructor will discuss the purpose and results of the activity.	See Appendix A - sign - poster - n copies of handout
15 min.	Introduction: instructor will provide an overview of the workshop and set a tone for the session by playing a phonograph record and discussing its relation to the topics to be covered.	See Appendix B - record - phonograph - n copies of lyrics
10 min.	Lecture: "With-it-ness"	See Appendix C - poster of outline for this section - acetate visuals as indicated
10 min.	Lecture: Don't "cry 'wolf'" (with illustrative VTR)	See Appendix C - poster of outline for this section - acetate visuals as indicated - VTR A1-A5 (see appendix D)
10 min.	BREAK	
30 min.	Lecture: Getting the Lesson Under Way (with illustrative VTR)	See Appendix C - poster of outline for this section - acetate visuals as indicated - VTR B (1-3) C (1-4) (see appen. D)

Workshop #6 (continued)

Approx. Time	Activity	Materials Needed
10 min.	BREAK	
30 min.	Giving and Getting Information	See Appendix C - poster of outline for this section - acetate visuals as indicated - VTR D (1-7) E (1-3)
30 min.	Activity 2: Participants will form small groups and gain practice in techniques discussed during the workshop. Feedback on activity will be immediate.	See Appendix E - handout, overview of rules - handout, stimulus materials - example
15 min.	Lecture: Using Appropriate written and Oral Expression.	See Appendix C - poster of outline for this section - acetate visuals as indicated
5 min.	Summary and dismissal	See Appendix F - homework

- Appendix A -- Activity 1
- Appendix B -- Record, lyrics, etc. (Setting the Tone)
- Appendix C -- Major Handout (outline & overview)
- Appendix D -- Video Tapes
- Appendix E -- Activity 2
- Appendix F -- Homework

APPENDIX A

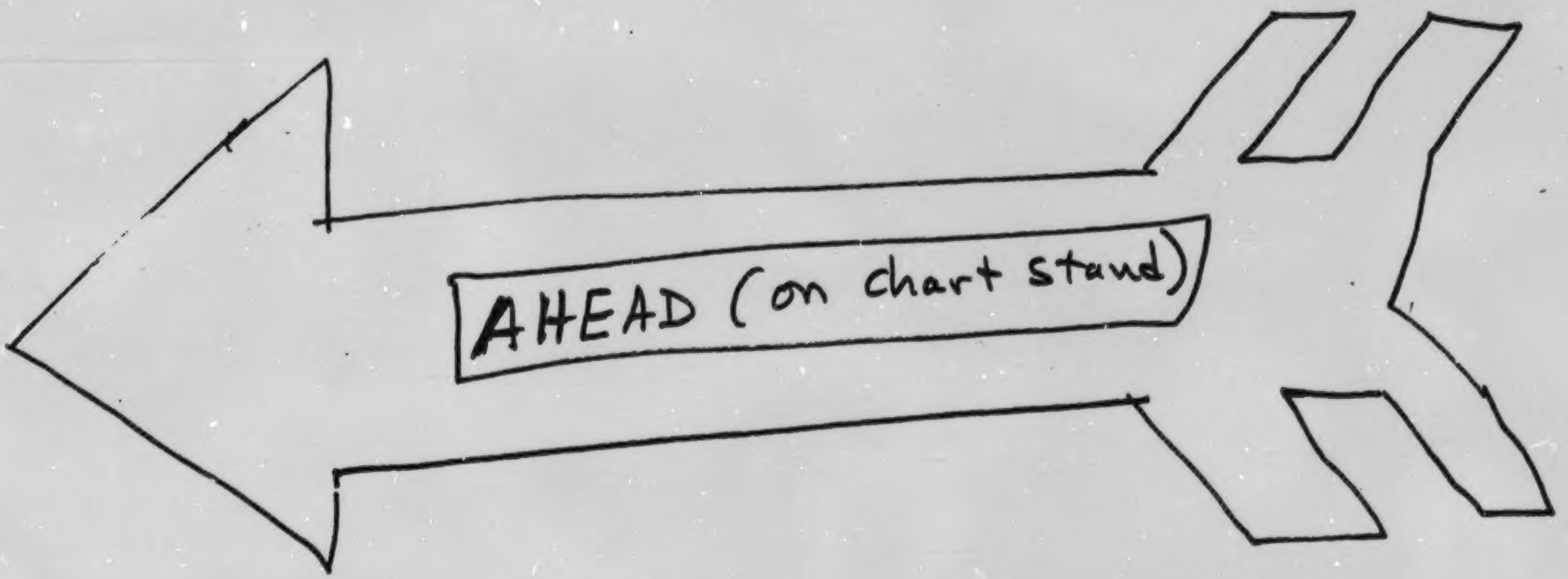
- Activity 1

I

IMPORTANT

NOTICE

for
Project SECT Special Education Workshop Participants



POSTER

Poster

NOTICE

workshop # 6
Instructing with Clarity

Brief Activity to Be Completed
Before
$6^{\underline{15}}$ pm

Instructions

- Take a Handout ("Activity 1")
- Go to a Seat
- Read the Instructions on the Handout

Workshop #6 -- "Instructing with Clarity"

Activity 1

GENERAL INSTRUCTIONS

- Work alone.
- Read the Rationale.
- Complete the Questionnaire.
- Hand in your paper as soon as you are finished.

RATIONALE

The sponsoring agency has provided this workshop with the expectation that certain topics would be covered.

You, as a participant, have some sort of expectation of what this session will cover.

The presenter -- based on his ideas of what this session should cover -- has prepared a workshop.

Quite a few communications have gone into the session you will participate in tonight.

Let's begin by seeing how much clarity there has been thus far. We'll discuss this activity at the beginning of the session.

QUESTIONNAIRE INSTRUCTIONS

Basing your responses on what has been communicated to you and on your knowledge of education in general, complete this brief survey.

- In the space provided below, write five things that you expect will be covered in tonight's session.
- Write the first things that come to mind (Don't strain)
- Take only a few minutes.
- Hand in your paper as soon as you are finished.

1.

2.

3.

4.

5.

(Thanks. Your contributions will help in revising this session.)

APPENDIX B

- o Phonograph record, etc.

SETTING A TONE

This workshop is based largely on a single message that is captured very nicely by the singer, Donovan, in his song, "Children of the World." The song sets the tone for the workshop. Lyrics are below so participants can follow along. (from the albumn, Slow Down World, CBS, 1976 copyright)

Some of us believe in communism
Some of us believe in capitalism
Some of us believe in spiritualism
Some of us believe in materialism
Some mothers believe in heavy handing
Some fathers believe in understanding
Some of us believe in total freedom
Some of us believe in layin' the rules on
But the children believe in friends

For the children of the world
Every boy and girl
All they'll know is what we teach 'em
Most of us fail when we try to reach 'em
For the children believe in friends

Some of us believe in Hare Krisna
Some of us believe in Jesus saves ya
Some of us believe in oblivion
Some of us believe in David Niven
Some of us believe in fighting our mate
Some of us believe in the brotherhood state
Some of us believe in analyzing
Some of us believe in humanizing
But children believe in friends

For the children of the world
Every boy and girl
All they'll know is what we teach 'em
Most of us fail when we try to reach 'em
For the children believe in friends

The message, of course, is that children believe in friends.

Much that we will do in the workshop will be reducable to the theme of being a friend to the children with whom you deal in your work.

The fifth session in this workshop series, dealing with enthusiasm and the involvement of learners, also discussed the importance of teachers and students liking each other.

The eighth and ninth sessions in the series, dealing with the development of positive student self-concepts and classroom management, will deal with specific techniques for promoting comfortable interpersonal relations through politeness, pleasant tone of voice, and other demonstrations of warmth and friendliness.

This session will possess an over-riding flavor stressing humanity, decency, and self-worth as communicated verbally and nonverbally. The assumption underlying this orientation is that, treated decently, we all have a better chance to be our very best.

In addition to the obvious advantages of pleasant interactions, being a 'friend' to the students also makes teaching and learning easier.

Accordingly, the communication techniques to be discussed in this session will center around ways in which teachers can live up to and honor the friendships they share with their students

- friendship will be the basis for the way communication is carried out .
- in turn, the communication will foster the friendship .
- everybody benefits because school will become a happier place to be .

APPENDIX C

Major Handout

Workshop #6

INSTRUCTING WITH CLARITY

Prepared by

Rick Kopp

for

Project S.E.C.T.

This handout has been prepared to accompany a three-hour workshop originally presented on 14 February 1979. This document is essentially a transcript of the workshop and contains all charts, figures, and illustrations used in the workshop except video-taped illustrations, which are referenced by code number and by brief synopsis.

TABLE OF CONTENTS

- Introduction/Orientation
- Getting Your Act Together
- How to Get the Lesson Under Way
- Giving and Getting Information
- Using Appropriate Written and Oral Expression

This is a global overview of the contents of this document. Each section begins with a more detailed overview of the contents of that section.

INTRODUCTION

School is an extremely verbal place. A teacher's ability to communicate clearly is critical.

This workshop will deal with communicating with students and instructing with clarity.

Specifically, we will deal with:

- Ways in which you can make yourself better understood when giving directions and instructions to your students.

And

- Clear ways of gaining and giving feedback about how the learning process is going.

Workshop topics will be arranged as follows:

I. Getting Your Act Together (Communication as a Performing Art)

II. How to Get the Lesson Under Way (Giving Clear Directions)

III. How to Give and Get Information (Communicating Questions and Answers)

This handout has been prepared -- covering the entire workshop -- to reduce the amount of notetaking necessary during the session.

The format of the workshop will be:

- Lecture will form the primary format.
- Posters and acetate projectables will offer visual reinforcement. (These are contained in the handout as well.)
- Video tapes of classroom episodes will be used to illustrate both acceptable and unacceptable teaching practices and their implications.

  (The 'bad' teaching will be illustrated by selections from simulated teaching; all other video tapes have been selected from Project SECT tapes made in the Metro area during a previous project year and are actual classroom episodes.)
- Participation activities will afford an opportunity for hands-on practice in the techniques discussed.

All topics will be treated from a position oriented toward child-centered teaching. This orientation will be discussed in specific as well as lending an overall flavor to the discussion.

GETTING YOUR ACT TOGETHER

- "With-it-ness"
- Don't "Cry 'Wolf'"

WITH-IT-NESS

A. Being A Friend

B. Fun; Not Fear

C. Modeling: Non-verbal Communication

D. A Key To Serenity

E. Peaceful Students

F. The Best Laid Plans of Mice, Men, and Calamity Jane

G. Summary

H. Classroom Implications

SCALE OF TEACHING PERFORMANCE -- Getting Your Act Together

"With-it" "Out-of-it"

●----------o----------o----------o----------o----------o----------o---------- -●

"With-it-ness"

- Teacher has his/her 'act together'.
- Lessons are smoothly flowing.
- Teaching, in general, is professional.
- Teacher is ready for whatever may happen.

Being "Out-of-it"

- Teacher is clumsy.
- Lesson is choppy.
- Teaching is unprofessional.
- Teacher is inflexible.

"WITH-IT-NESS"

Our first topic deals with some of your communication responsibilities in earning, establishing, and nurturing your friendship with the children.

A. Being a Friend

If you, as the teacher, are to be a true friend to the children (as they are counting on you to be) it will be necessary for you to be an adult friend. This is different from being a playmate.

A playmate offers the child companionship (in the sense of 'misery loves company') in his life crises; but the adult friend, having lived through the life crises of childhood, should be a friend the child can count on to offer security. The adult friend understands the child's problems and insecurities. The adult friend helps the child to cope with the problems of the world.

B. Fun; not Fear

The adult friend will help the child to approach each new learning experience with the innate sense of curiosity possessed by all children. Fear of new situations must be diminished if the child is to become a lifelong learner.

School offers the child a seemingly unending series of new things to be learned.

A Child's Letter to God

Dear God,
Why is it that there are so many rules at school? And you only have ten?
Your Friend,
Billy

For the exceptional student, the stimuli presented by the school become particulary overstimulating, frightening, and overwhelming because of the student's lower intelligence, physical handicap, or other problem as might be the case. Accordingly, the job of the teacher becomes particularly critical in the area of helping the student to meet the challenges of new learning with an enthusiastic smile and not with tears.

People have a fear of the unknown . . . new faces, unfamiliar places, etc. In the exceptional child -- where innate coping mechanisms may be weak -- this fear can be still greater. The special education teacher must introduce order, sense, and security to the potentially confusing world of the child.

C. Modeling: Non-verbal Communication

The adult friend serves as a model for the young child. If the teacher/friend presents a frightened, confused self to the student, what is the child to think? The child conceivably might conclude that if the world is overstimulating and 'too much to handle' for the adult, it is sure to be more than (s)he, the child, would be able to deal with.

To avoid presenting an ineffective model, the teacher must be secure in his/her actions in the class; to fumble at the job of teaching would communicate, non-verbally, to the child a sense of confusion, loss, or fear. In short, the teacher must be calm if (s)he is to teach -- by example -- the lesson of calmness.

D. A Key to Serenity

How does the teacher become calm? And what is the source of the fears and anxieties that disturb peaceful ness? One major source of disquietude is an innate, almost 'animal level' fear of the unknown.

People like the security of knowing what's going on. Surprise -- or, even the possibility of a surprise -- can cause uneasiness. And uneasiness of this sort is disruptive to both learning and teaching.

To overcome the fear of the unknown, it is wise to make as much as possible known. Another word for all of this is 'planning,' a word that is mentioned in many of the sessions in this workshop series.

Planning ahead will help relieve much of the teacher's fear of the unknown and help the teacher to offer a more composed model to the class. But what about the students? Will this help them in any more direct way?

E. Peaceful Students

By sharing with the class the plans (s)he has made, the teacher can give the students much of the same advanced information of what is going to happen as (s)he has. Thus, the fear of the unknown is reduced in the students as well as in the teacher.

There are very few lessons totally dependent upon a 'surprise ending' — and even those can be given an introduction which will help the students to know what is going to happen, in general terms.

All of this is not to say that the teacher should remove all of the novelty and discovery from the lesson -- merely that the child should have some sense of what's going on. Otherwise, his/her anxiety will stand in the way of perception and learning.

In order for the children to know what's going on, the teacher must know what's going on. And that takes planning. In Session #7, next week, you will consider modifying the lesson to include spontaneous arisings that relate to the topic at hand while maintaining a strong focus on the objectives of the lesson. Try to see the suggestions made along these lines in light of creating a good balance among the factors of flexibility, security, control, and enthusiasm.

- Know what is going on. (Plan well.)
- Share your plans with the students.
- Enjoy the serenity of a peaceful flow of occurrences with the students

WELL-MADE PLANS UNFOLD ALMOST BY THEMSELVES: THE NATURAL FLOW IS PLEASING TO EVERYONE.

F. The Best Laid Plans of Mice, Men, and Calamity Jane

Having planned carefully (and, having shared those plans with his/her student-friends) the teacher calmly begins the lesson. Then, like a thunderbolt, comes the realization that a change in plans is necessary.

Chaos? Panic? Of course not: nobody is perfect.

Besides, what kind of lesson would we be teaching children if we led them to believe that everything went 100% our way at all times? It would be dishonest to feign perfection.

Rather, we need to teach the children -- through the example we set -- that when things don't go as we expected, we merely adjust our plans as the situation requires. If you panic, the student will learn (through your nonverbal communication) that things that don't go right are cause for alarm. To teach such a damaging lesson wouldn't be the sort of thing a friend would do.

Whose fault is it when things don't go as you planned? Your fault for not planning thoroughly enough? The kid's fault for not being at the performance level you'd diagnosed or assumed? Nobody is at 'fault': it's just reality; and nothing is perfect. (Especially not the realities of teaching.)

It's very easy to let ourselves unconsciously translate the frustration of unexpectedly changing plans into anger. And anger seeks a target. It doesn't matter whether you assign the blame to yourself, to the student, or to the mimeograph machine that produced what turned out to be illegible copies of today's worksheet. It's all the same -- assigning blame starts the anger flowing. And once you are angry, frightened, and scattered, the calmness is gone.

So what if things didn't go as you planned? Now you need to change. You'll need all of your energies (both physical and mental) -- don't waste any energy on emotions that are unproductive and often, worse yet, counterproductive.

Use the change in plans as an opportunity to share with the student the plan as you'd envisioned it, the event that called for the change, and then share the discussion of possible changes with the student. Sometimes, this part of the class can be extremely rewarding to both of you rather than the catastrophe you feared.

An occasional change in plans does not signal irreversible doom . . . just an opportunity for some on-the-spot, thinking-on-your-feet planning. This takes creativity. But, if you've planned adequately, the rest of your day won't be consuming any of your thinking powers; and you'll have plenty of here-and-now energy to devote to the creative task before you.

Always greet a change in plans not as a frustration, but as an opportunity to see the lesson from another vantage point. Naturally, if all of your plans find themselves in need of this sort of last-minute revision, you may not be planning carefully. But a certain amount of change is inevitable; so relax and go with it.

G. Summary

Learning should be as exciting as opening a beautifully-wrapped gift and as peaceful, natural, and flowing as the unfolding of a blossom into a full flower. If it is not so in your class, then you may not be 'with it'.

Only when you, the teacher, are calm, prepared, and with it can you pass this serenity on to the students with whom you come in contact.

All of this is easier to say than to do. Competency in this area starts with careful planning. Success comes with getting in touch with your material and with your feelings and the feelings of your students. Nobody should be uneasy.

The teacher who goes out to the disco every night and then goes into class unprepared and tired is likely to be making up plans and lessons as (s)he goes along more often than not.

As a test for how 'with it' you are, try to be conscious of how frequently the lesson runs smoothly, with materials right at hand and everything in control. Become conscious of the children's facial expressions and other communications: do they look lost or have you communicated to them what's going on?

You and your students should be approaching the task calmly and with understanding and inquisitiveness. If they are frantic (and you are too) look for ways in which you could have changed the unknown into the known for yourself and/or for them.

The whole teaching experience should become part of a continuous 'flow.' The past, present, and future of curriculum topics will blend into a smooth continuum in your mind. Students will also be part of the flow: and you will develop an innate sense of which students are at which points on the continuum of knowing. You will be a"professional" whose 'delivery' in class no longer will be marred by missing materials, foggy instructions, and other distracting and frustrating signs of not being "with it".

H. Classroom Implications

Here is the behavioral objective that measures the level of 'With-it-ness' a teachers displays:

> The teacher will communicate the impression that the teacher knows what is to be done and has a means of doing it.

The following table breaks the competency into five distinct levels of performance, specifying teacher and student implications for each.

WITH-IT-NESS

Level of Performance	Teacher Implications	Student Implications
• The teacher appears to be making moment-to-moment decisions about what is to be done next.	Constant anxiety: ("Will I be able to make it through the day?")	Insecurity: ("If the teacher is this fragmented . . . how will I make it through the day?")
• The teacher appears to know what is to be done but has not taken care to gather materials necessary for tasks.	Periodic anxiety: ("Will I be able to find what I need when I need it?")	Periodic confrontation with the fact that "Idle hands," in truth, "are the devil's workshop: (What will the students do while the teacher searches for materials?)
• Only occasionally gives the impression of not knowing what is to be done.	Minimal anxiety: (Things like this happen . . . just try to do better.)	Students are fairly resilient and most will be able to cope with occasional vagueness.
• The teacher has definite goals and plans for activities that are communicated to learners.	Confidence: (And you'll need it, because, even with plans, the students will introduce plenty of 'unknowns' into the lesson, themselves)	Security: (The world seems safer when we know what's going on.)
• The teacher indicates how present plans and activities fit into longer range goals and plans. The teacher conveys the impression of a top-notch professional at work.	Security in the knowledge that there will arise no concern about what to do.	Security of knowing what will happen; security of knowing that a peaceful, calm, competent person is in charge.

BEHAVIORAL OBJECTIVE: Teacher will communicate the impression that the teacher knows what is to be done and has a means of doing it.

DON'T "CRY 'WOLF'"

A. Some Examples of "Crying 'Wolf'"

B. Classroom Implications

C. How To Break A Promise

D. Better Not To Trust . . . Than To Wonder

E. Video-taped Insights

DON'T "CRY 'WOLF'"

A second aspect of 'getting your act together' is dependability.

Your student-friends are counting on you, their teacher-friend: don't let them down.

If you 'have your act together' and you are 'with it' then it shouldn't be necessary to make idle threats or promises that you don't intend to keep. (This is where this topic gets its name -- remember the fable about the little boy who "cried 'wolf'" so much that nobody believed him in the end?)

Here are a couple of examples that make this point.

A. Some Examples of "Crying 'Wolf'"

Imagine for a moment that there had been a big sign out front as you came into the workshop, announcing that there would be cake and ice cream after the workshop.

Naturally, you would be anticipating the treat. By the time the end of the session came, those of you who hadn't taken the time to stop for supper might even be salivating.

Next, imagine walking up to the refreshment area and seeing another sign saying, "Sorry, no refreshments tonight."

How would you feel? Disappointed? Cheated? Angry? Would you trust such a promise again?

Now imagine the opposite side of the same issue. Usually, this takes the form of "You just wait until your father gets home." (By the time 6:30 or 7:00 rolls around, Mom has forgotten about the threat and Pop is too tired to get worked-up about some minor incident earlier in the day.

These examples are just one-time incidents. Consider the effect of continued repetition of the same thing over time.

What if the '...cake and...' sign had been up the very first night of the workshop series? You'd have been disappointed, but (in consideration of how difficult it must be to set up a workshop) you'd understand.

If the same thing happened the second week as well, you might have added a little anger to your disappointment. ("Hey, what are these folks trying to pull, anyway?")

By the third time, you'd be plenty mad.

And, by the fourth week (if you came at all) you would have learned to ignore the sign in the first place . . . just as Junior learns to ignore his mother when she falls back on the empty threat of "You just wait..."

B. Classroom Implications

Students with whom you deal will respond much as you would. If you build their hopes up and let them down repeatedly, they will lose faith in you.

Friends are supposed to be trustworthy. Don't ruin your relationship with your student-friends by this sort of unpredictable behavior.

Your 'reinforcers' will not be very reinforcing if the best you can do is say that the students 'might' get reinforced if . . .

And your threats, likewise, will be just that -- threats -- if they don't prove to be legitimate 'signals' in a contingency situations.

You must follow through.

None of this is meant to say that the teacher should not use contingency management. (On the contrary, it is a very effective classroom management device.) But if you set up a contingency, follow through with it or it will be diminished in its effectiveness each time you 'cry wolf'.

C. How to Break a Promise

Thinking of your students as friends can be a great help in determining how to interact.

Would you make arrangements for a date or to have dinner with friends and then not show up? Of course not.

Naturally, legitimate things can come up that could prevent you from sticking to your original agreement. But, then, common courtesy would dictate that an explanation is in order. And that's all that is required in this case too: simply do the decent, honorable thing with your students . . . they're your friends.

D. Better Not To Trust . . . Than to Wonder

The worst part of crying wolf is that people (especially kids who were counting on you to be a dependable friend) will tend to generalize about your believability in general to avoid being disappointed repeatedly over unwarranted expectations. And soon, just as happened to the little boy in Aesop's fable, nothing you say will have any impact.

E. Video-taped Insights

A collection of brief in-class vignettes has been prepared to illustrate the points made in this section.

1. What NOT to do. The teacher in these segments is totally at a loss with herself and with her class. (The tape is a simulation) She hasn't planned and is bored, nervous, frustrated, and angry;

moreover, she has convinced herself that it's the class' fault. But she has brought chaos on herself through her own laziness.

She is not "with it". Ultimately, the class gets more and more out of control and she resorts to empty threats. (VTR A-1, 2, 3, 4)

2. An example worth modeling. This teacher has established contingencies with his students. One child has been "buggin'" him.

   He has warned the child to stop and follows through on the warning. No anger or threat is involved . . . merely a matter-of-fact enforcement of an agreed-upon limit.

   Children need to know that the world operates in a contingent manner.

   A particularly nice touch in this tape segment occurs at the end when the teacher is particularly playful and loving with the same child he earlier disciplined, reassuring her that he loves her . . . but doesn't always love her behavior. (VTR A-5)

GETTING THE LESSON UNDER WAY

A. Giving Directions

   1. The Content of Instructions
   2. The Form of Instructions
   3. The Language of Instructions
   4. Individualize Instructions
   5. How to Avoid Misunderstandings

B. Self-consciousness and Child-consciousness

C. Creating a Time-Space Context

   1. What's Going On?
   2. Kids and the Unknown
   3. Learning and Memory
   4. Old Faces in New Places
   5. Selecting a Time Setting

D. Checking for Understanding

E. Summary

F. Video-taped Insights

GETTING THE LESSON UNDER WAY

Assuming that the teacher has decided to be 'with it' and to communicate goals and plans for activities to the students -- how is this done most efficiently? What are some techniques that can make clarity easier to achieve?

A. Giving Directions

The purpose of giving directions to the student or class is to communicate instructions to the student(s) in a way that will leave them knowing what to do.

Basically, that's all that is required: just give the directions so that everyone knows what to do.

Simple, right? Well, almost: there are a few things to keep in mind. And, then, it's simple.

First, give complete instructions; don't get distracted or side-tracked or lose your train of thought. Remember, the children to whom you are giving the directions do not know what you want them to do. And they won't know unless you tell them. If you can remember this one thing, all other rules for giving directions will be superfluous.

1. The Content of Instructions. Instructions should specify the following things:

    - What to do.
    - How to do it.
    - Perhaps, an example of how and where to respond.
    - The expected level of success.
    - Time expectations.
    - How to get help if needed.
    - What to do upon finishing

    The message you wish to communicate is the 'content' of the communication. But the 'form' of the message must be considered as well.

2. The Form of Instructions. The content of a message must be properly 'packaged' in an appropriate (i.e., viable) form if clarity of communication is to be achieved. The following

factors affect clarity by the way they change the form of the message:

- Arrange the parts of the directions in a logical sequence.
- Sequence from simple to complex.
- Sequence from concrete to abstract.
- Provide a variety of examples.
- Provide additional visual cues.
- Emphasize key words.
- Provide illustrations.

Once the form and content of the communication have been established, consider the language you use.

3. The Language of Instructions. Be sure that the language you use "clarifies" rather than "disturbs" learning.

It is propaedeutic to plenary percipience that you eschew obfuscatory cryptography in favor of lucent parlance.

- Use an appropriate language level for the children to whom you are speaking.
- Language quantity should be reduced to the simplest statements.
- Avoid complex sentence structure.
- Talk and write in small units.
- Use only essential words.
- Emphasize meaning with gesture.

The above rules and any others you might encounter all add up to one final thing:

DO NOT OVERLOAD A CHILD BEYOND HIS/HER

CAPACITY TO PROCESS LANGUAGE.

4. Individualize Instructions. The third session in this series dealt with individual differences among students. It was suggested in that session that the teacher organize instructions to take into account individual differences among learners in learning style and ability level.

How information is presented to the student (orally or visually) and how (s)he is expected to respond to that stimulus easily may determine whether the task is easy or difficult for him/her and whether (s)he succeeds or fails.

Ask yourself these questions about the communication strengths and weaknesses of each student:

- How does the child best receive communication?
  - visually? (written or picture/graphics)
  - orally? (spoken)
- How does the child best send communication?
  - written?
  - spoken?

(In remediation, BOTH input and output must be considered SEPARATELY so that the basis for the difficulty is being worked on . . . not just its result.)

5. How to Avoid Misunderstandings. No matter how hard you try, of course, there always will be misunderstandings. But there are things you can do to insure that less reorientation will be needed:

- Fewer problems per page.
- Only one step in answering each problem.
- Task difficulty is kept constant.
- No shift in type of task.
- Provide a copy of the directions on the worksheet or on the board (for the visual learner who may not be able to hold auditory directions long enough.)
- Use homogeneous grouping for discovery work.
- Use heterogeneous grouping for didactic work.

B. Self-consciousness and Child-consciousness

Being a new teacher is alot like getting your first apartment. All your life, someone has cared for you . . . parents, the university . . . Then, suddenly, there you are: alone and in charge. The laundry, the cooking, the vaccuuming -- all of it is up to you.

At a new teaching job, it's even worse. No longer is there a supervising teacher who's ultimately responsible for the class. Just as in the first apartment, you're all alone: it's your class; and it's your responsibility.

When the shock of this responsibility hits, it's only natural to summon all of your knowledge of education and become concerned about your "performance" as a teacher.

Being "self-conscious" is an experience we all know. But let's take a new look at what the word means . . . "self" . . . . . . "conscious": conscious of your self.

At the beginning of this workshop, it was said that all topics would be treated from a child-centered orientation. Being self-conscious is inconsistent with the 'child-conscious' orientation necessary in a child-centered orientation to teaching.

The teacher, in order to develop a child-centered teaching style, must come to see the child as the focus, recipient, and reason for all else that goes on.

The key to successful child-centered teaching is to get out of being self-conscious and to become child-conscious.

Being child-conscious implies being "in touch" or "tuned-in" to the child's mental, physical, and emotional "self". Ask yourself these things about each student:

- o How does the student perceive the world?
- o How does the student believe the world perceives him/her?
- o How does the student feel about him-/herself?
- o . . . about school?
- o . . . about you, the teacher?
- o . . . about today's lesson?

In the eighth and ninth sessions of this workshop series, you will discuss the development of positive student self-concepts. Recall the context of "being tuned-in" when you discuss awareness of student feelings and attitudes and the need to demonstrate sensitivity to needs and feelings. It's all quite simple -- just be a good friend.

And how does the student approach school work?

- How does the child approach a problem?
- Does (s)he know that the brain is a 'problem-solving computer'?
- (Or does the child see problem-soving as a random sort of thing?)
- What patterns do you see in the child's mental functioning?
- Do you know how to use tests to help you understand the child's cognitive style?

Getting in touch with the "flow" of the child's mental processing is essential.

(If you go with the flow rather than fighting it, you can make your job considerably easier, too.)

- Being "tuned in" makes it easier to give instructions in a way that maximizes understanding and minimizes confusion.

- By going with the flow of the child's processing, you will come to be able to tell quickly when (s)he understands and when (s)he is confused.

- When you begin to see the unique, personal "process" the child uses to produce school work, the result of that mental processing will seem a quite natural outcome of his/her process

  (And, knowing how a child arrives at incorrect conclusions can tell you alot about how (s)he thinks and how you should approach his/her difficulty.

C. Creating a Time-Space Context

Naturally, a lesson has no choice but to exist in the Here-and-Now. But an introduction can present the lesson as something which relates to:

- other learning which has been covered

- something which will come later

In fact, a lesson can be presented in a "Time-Space Context" that can relate to the past, the present, the future, or all three.

The point of creating a time-space context in which to introduce the lesson is to relate the to-be-introduced lesson to something with which the student is comparatively more familiar, thereby helping the child to get oriented properly.

CREATING A TIME-SPACE CONTEXT FOR YOUR INSTRUCTIONS MIGHT BE THE SINGLE MOST VITAL SKILL YOU CAN LEARN.

Remember, it's easy for you to begin . . . you've spent lots of planning time preparing for the lesson. You know where the lesson is headed . . . for the student, it's all brand new; this will be the first time the student will hear the directions you give; your directions help the student know what's going on.

1. *What's Going On*? Throughout this workshop, we have spoken of dealing with *fear of the unknown* and the importance of being secure in the knowledge of what's going on.

   > "He is no wise man that will
   > quit certainty for uncertainty"
   >
   > -- Samuel Johnson

   > "The best surprise is no surprise."
   >
   > -- Holiday Inn

   Most people like to know what's going on when they're involved. Giving directions for a new lesson or returning to a previous lesson, you enter into a potentially uneasy situation. A student might wonder:

   o Will it be difficult?
   o Will I be embarrassed?
   o Will I be frightened?
   o
   o (Become aware of how *your*
   o students react to new things.)
   o

   You can make the child less fearful of the new situation and more receptive to your communications by creating a time-space context that lets the child know what's going on.

2. *Kids and the Unknown*. Children are extremely inquisitive and occasionally enjoy the excitement of being stimulated by the unknown (as in the fun house at the carnival).

   But walking the line between excitement and terror can be a delicate task -- particularly where *exceptional* students are involved.

To be a friend to the kids is to let them know that being with you will be electrifying and filled with the wonderful, tingling mystery of discovery . . . and that you will respect their tolerance for the unknown and never frighten them. (After all, a friend wouldn't scare you.)

3. Learning and Memory. In addition to reducing fear of the unknown, the creation of a time-space context also is consistent with learning theory and the mechanics of human memory.

   Memory and learning are very interdependent upon one another. In a way, in fact, the more you know, the more you can know. (It's as if new information got 'hung' on 'hooks' that were attached to old information already stored in memory.)

4. Old Faces in New Places. New (and potentially fear-inducing) things can be related to old things with which we are more familiar -- and, therefore, more comfortable. (Just as riding the scarey roller coaster with a good friend can make the context of the new, frightening situation more "familiar," more "safe.")

   Most "new" things we learn really are just modifications or embellishments of "old" knowledge. Walking, for example, is basically crawling in a different position.

   We all employ the method of using old information to understand new situations better. One example of this is using word roots and parts to determine what a new word means.

   Do you know what the word 'defenestration' means? Here it is in a sentence:

   > When the stock market crashed, many frightened businessmen committed suicide by defenestration.

To use past learning to discover what 'defenestration' means, we would use the following facts:

'de' = out of (as in getting out of an airplane is called 'deplaning')

'fenestra' = window (a Latin root)

'tion' = the act of (as in 'demonstration' is the act of demonstrating)

Using the three bits of 'old' information listed above (or, two, if you didn't happen to be a Latin scholar) we find out that suicide by defenestration means jumping out of a window.

The new word is made up of old parts. The new information, like rain on a rutted field, runs in old channels. Now, the previously unconnected parts become connected in the mind. The new word is 'hung' on mental 'hooks' which exist already in the mind.

When new information is presented in the context of prior knowledge, learning takes place almost automatically.

In addition to making learning far simpler, proceding in this manner also insures that the new knowledge will be retained longer.

When something new is related to something old, it no longer is entirely new. Therefore, it's less fear-inducing. It's more as if the old information were being updated; and then you're in familiar territory.

5. Selecting a Time Setting. Technically, a Here-and-Now or "task-at-hand" introduction to a lesson is all that is necessary to get the lesson under way. Such an introduction would seem to be the least one could do -- to introduce the lesson by describing it. (But, hard as it is to believe, there are teachers who launch into a lesson without introducing it.)

Although the "task-at-hand" introduction is, in the most basic sense, adequate for getting started with the lesson, a more effective method of introducing the lesson is to precede the Here-and-Now introduction with a brief review of past work that is related, linking the present work to previous learning.

The notion of creating a time-space context of familiarity, when expanded, also encompasses the consideration of 'relevance' in its grandest sense. . . the "Big Picture."

If a task-at-hand introduction is adequate; and if linking the instructions to past learning offers a familiar context; then linking the lesson of the present to the past and to the future adds relevance and meaning to the learning by giving the student an idea of how the current lesson fits into "the Big Picture" of Life as (s)he is formulating it in his/her mind.

An example here might be reminding the class about a previous field trip, telling them about an upcoming field trip, and then introducing the pre-trip lesson to prepare them for the upcoming experience. Events become part of a totality or "Big Picture" rather than remaining isolated from one another.

D. Checking for Understanding

Establishing a time-space context for instructions should be seen only as a technique whereby student understanding is enhanced. Understanding is not guaranteed.

To be sure that your instructions, in fact, have been comprehended, you must

> CHECK TO BE CERTAIN THAT ALL STUDENTS HAVE UNDERSTOOD BEFORE GOING ON.

Checking for understanding of directions requires skill. The way to check for this sort of understanding is very similar to the way one checks for student knowledge and progress. These skills will be treated together in the next section of this workshop, "Giving and Getting Information."

E. Summary

Let's review this section on "Getting the Lesson Underway":

- The teacher has to know where the lesson is headed.
- The teacher needs to communicate instructions in a way that will leave the class knowing what to do.
- The teacher needs to be "tuned in" to the student's "flow" or "style" of mental functioning.

  (This can be done in a combination of formal and intuitive ways.)
- The teacher needs to be able to perceive when the students have understood (and, also, when there is confusion).
- Creating a time-space context is important in helping a child to know 'where he's at'.
- Before moving on, be sure everyone understands.

F. Video-taped Insights

Three video-taped examples have been prepared to illustrate points made in this section.

First, in a simulated classroom, the ill-prepared teacher seems to feel that it is the class's fault (rather than her own) that attention, understanding, and discipline are so low.

Next, two examples of better introductions are given. In the first, the teacher reviews old experiences with the work of thw day; in the second, the student is blind, making orientation not only desirable, but -- it would seem -- absolutely necessary.

GIVING AND GETTING INFORMATION

- Clarifications
- Checking for Student Knowledge and Progress
- Giving Feedback

CLARIFICATIONS

A. Being Misunderstood -- Can it be Avoided?

B. Reacting to Misunderstandings

   1. Only a Misunderstanding
   2. What NOT To Do
   3. Keep Your Purpose Clear
   4. It Takes Two
   5. When It Happens

C. Willingness To Clarify

D. Create An Atmosphere Of Receptivity

E. Early Diagnosis, Early Cure

F. What To Do When Instructions Are Misunderstood

   1. Repetition
   2. Rephrasing
   3. Diagnosis and Rephrasing

CLARIFICATIONS

This final workshop topic has to do with key points in the educational process where clarification of partially-communicated information is called for.

A. Being Misunderstood -- Can it Be Avoided?

Misunderstandings occur at home with family and loved ones. Misunderstandings occur at work with colleagues, superiors, and employees.

Add to the everyday potential for misunderstanding a low IQ or a receptivity problem or any of the many difficulties faced by exceptional children and it is almost guaranteed that misunderstandings will occur.

Until Man learns to communicate telepathically, it will be necessary to rely on our more conventional, more cumbersome, and less accurate methods of verbal communication. The best you can do is to try.

B. Reacting to Misunderstandings

It is inevitable -- regardless of the purity of your intentions -- that sometime, someone will not understand the carefully-considered directions you give.

1. Only a Misunderstanding. Give the student the benfit of the doubt: most times, a misunderstanding is merely a misunderstanding -- nothing more.

    - Be kind
    - Be loving
    - Be understanding

    In the eighth and ninth sessions in this series, you will deal with this notion again in terms of developing patience, empathy, and understanding.

2. What NOT to Do. A misunderstanding is not an intentional act to make you angry. Don't take it personally. Do not be insulted, affronted, or angry.

3. Keep Your Purpose Clear. Always remember that communication is your primary goal in communicating. It is NOT your goal to punish misunderstanding.

4. It Takes Two. Remember, it takes two people to have a misunderstanding:

    - one person tries to communicate

    - a second person tries to understand

5. When it Happens. Communication is not easy. When communicating with exceptional children, in fact, it can be extremely difficult.

When a misunderstanding occurs, your task becomes the clarification of the misunderstanding and the communication of the proper understanding which you intended in the first place.

C. Willingness to Clarify

If the teacher assumes an attitude of "blaming" students for misunderstandings, everyone loses.

The teacher in the video tape simulation provides an example of how unproductive this orientation of blaming can be. In four separate episodes (VTR C-1,2,3,4) she repeatedly assumes that it was the children's fault that the misunderstanding occurred, when the instructions she gave were vague at best and non-existant in most cases.

D. Create an Atmosphere of Receptivity

It is important that the teacher establish and maintain an atmosphere in the classroom where it is OK not to know. (After all, what is school for if not to learn things we don't know?)

Sessions eight and nine of this series deal with the development of positive self-concept and classroom management. In those sessions, you will discuss the importance of showing learners that their problems are understood. Sarcasm or ridicule will be shown to be dangerous communication habits when dealing with problems. When discussing those topics, recall this discussion of misunderstandings and the need to be a 'friend'.

E. Early Diagnosis, Early Cure

Early misunderstandings are easier to correct than are habituated ones.

When a misunderstanding first occurs, the student is more likely to be aware of the confusion than later, when the 'error' has been taken as 'truth' and stored in the mind.

But students may not know that they do not understand. Accordingly, you must be attuned to what the student knows and what the student doesn't know.

Don't give errors of communication a chance to get compounded by becoming the basis for subsequent 'understandings'.

F. What to do When Instructions Are Misunderstood

Some teachers actively discourage students from asking for clarification of instructions; usually this is done under the guise of "keeping them on their toes" or some such reason.

Other teachers passively discourage requests for assistance through negative non-verbal communications such as scowling, sighing, or ignoring the child; the child might end up with some help, but the "price" of getting help will have been very high.

These are our "friends," remember? If a friend of yours asked you to clarify something you said, would you discourage them in any way? Of course not, the least you would do is repeat what you said. And repetition of the misunderstood communication is the first technique we will discuss in this section.

1. Repetition. Often times, the recipient of a communication simply wasn't listening when you began speaking. Or you may have spoken too softly.

   There are many simple cases where the mere restatment of the original communication would suffice to clarify the misunderstanding (which, in such cases would be called a 'non-understanding' more appropriately).

   In the interest of saving time, the original statement could be repeated in a somewhat abbreviated form.

   But mere repetition alone isn't always enough by itself. (As one sees frequently in Europe, where Americans -- assuming that everyone speaks English -- will repeat themselves again s-l-o-w-e-r and LOUDER only to be misunderstood again.)

   Often it was not what you said, but, rather, how you said it that was misunderstood. (e.g., wrong words, wrong speed, or -- in the American in Europe example -- wrong language.)

2. Rephrasing. Try repeating directions and explanations using different words and ideas when learners do not understand.

   Often, this sort of paraphrasing will be just what the confused student needs. This, of course, would depend on whether or not you select new words and ideas that make more sense to the student than did the first way you gave the instructions. (If you were the American in the example earlier, the listener still wouldn't understand.)

3. Diagnosis and Rephrasing. Determine the cause of the misunderstanding before presenting the 'cure'.

   To avoid repeated misunderstanding it is important to avoid assuming what the problem is unless the assumption is warranted.

   Once the area of misunderstanding has been determined, it is possible to select words and phrases to communicate the idea in a way that will compensate for the area of misunderstanding.

   Again, this is a matter of getting in touch with the student.

   Determining the nature of the misunderstanding before rephrasing offers an additional advantage beyond making clarification possible:

'diagnosing' the cause of a misunderstanding offers the teacher an opportunity to gain an additional insight into how the student's mind functions. (And this was discussed as an important key to child-consciousness.)

Try not to think of understanding and misunderstanding as an 'all-or-nothing' proposition. Rather, try to determine where the *understanding stops* and where the *mis*understanding *begins*. When you find that point, you will be able to individualize the necessary communication.

Come to see student misunderstandings *not* as an interruption of your teaching but as an unexpected, clear, diagnostic insight into the child's functioning.

CHECKING FOR STUDENT KNOWLEDGE AND PROGRESS

A. Pacing Questions

   1. Individualize the Question
   2. When a Student Doesn't Answer

B. The Pause That Doesn't Refresh

   1. The Question As The Child Sees It
   2. Relief
   3. A Reminder

C. Hints

   1. Why Give Hints
   2. Giving Good Hints

D. Classroom Techniques

   1. Type of Question
   2. Teaching-Testing Similarity
   3. Additional Techniques

E. Video-taped Examples

CHECKING FOR STUDENT KNOWLEDGE AND PROGRESS

To evaluate progress, and also before moving on to a new area of instruction, the teacher should determine whether the student(s) have understood what has been said. Frequently, this is done through asking questions of the students.

Taking individual learning abilities and rates into account in selecting methods was discussed in the first session of this workshop series.

In the second session, you discussed pacing a lesson and evaluating student responses on the basis of individual differences.

Again, in the third session, you discussed the importance of considering individual differences in question pacing as well as in work.

If you plan your questions and answers as part of the lesson, you can get much more for your efforts and time than a check on student understanding. Consider the suggestions of the fifth session of this series: ask for questions and answers and incorporate them into subsequent activities; use questions and answers as opportunities for participation; and encourage learners to share ideas or experiences related to the topic.

There are many ways to check student knowledge that don't at all resemble the "grilling" that can result from strict question and answer sessions. Be inventive. Be interested. Be more interested in checking what the students do know than in what they don't know. Let the students tell you what they know; if you've established an atmosphere in which misunderstandings are not a cause for alarm, you may be able to clarify a great number of misunderstandings during this intermediate stage of checking for understanding before moving on.

Most of all, it is particularly important to pace questioning so that each student is able to participate effectively in the class.

A. Pacing Questions

Insuring that each student will be able to keep up with the pace is very difficult if questions are not individualized.

1. Individualize the Question. This means learning what the information processing rate of each student is and respecting that rate by pacing questions accordingly.

   (Again, "get in touch;" and "go with the flow.")

   Communication is the purpose; and unless you talk with the student rather than at the student, the communication is one-sided.

2. When a Student Doesn't Answer. When a student is asked a question and does not respond or does not respond immediately, it should not be concluded that (s)he does not know the answer; that may not be the case at all.

   - The question may have been unclear, for example, or
   - the student simply may be pondering the question to arrive at the proper answer,
   - or, the student may take longer to process the question or answer.
   - or, (s)he may have a hearing difficulty.

   Be sure to ascertain what the problem is before acting on an unwarranted assumption of what it might be. (This is the same point reached in discussing student misunderstandings.)

   Remembering that the student is your 'friend,' the very least you would want to do is extend him/her the simple courtesy of giving ample time to respond before moving on.

   It is an easy trap to fall into . . . making the student adjust to the teacher's pace. Be child-conscious and it will be less likely to happen.

   Special education classes typically are smaller precisely for the reason that special students need a little extra care, including such things as affording additional response time.

B. The Pause That Doesn't Refresh

Better still than merely giving the student ample time to respond is being truly child-centered and seeing the situation from the student's point of view.

1. The Question as the Child Sees It. Consider how it feels to be the student everyone is watching after the question is asked:
   - A question has been asked.
   - The teacher is waiting for an answer.
   - The whole class is waiting.
   - The student is paralyzed by the situation.

2. Relief. Empathy for your friend, the student, calls for relieving some of the paralyzing pressure of the situation. A good way to do this is to restate or clarify the question to aid the student in responding.

   Frequently, the student will be in need of this additional clarification -- but even if (s)he isn't, the breaking of the long, deafening silence may be just what the student needs to free his/her mind enough to respond.

3. *A Reminder*. The point is to determine whether the student knows the material . . . the ability to stand up under pressure is another issue entirely (hopefully, one the student and you won't deal with).

C. Hints

In addition to giving ample time to respond and restating the question to offer the child a fresh start, the teacher also could give the student hints to aid in answering the question.

1. *Why Give Hints*? In giving hints, many teachers feel that they would be making the work "too easy."

   But look at the situation rationally: if the student doesn't know the answer, how are you going to know what to do to teach the material if you don't know where his/her understanding ends and where the *mis*understanding begins?

   By giving hints, you can determine whether there exists a link between the to-be-learned material and the 'hint' in the child's mind.

   - If there is, you have reinforced the association once again (thereby insuring future recall); and,

   - if there still is no response even after the hints, you'll know that a more detailed determination of what the problem is will be needed.

2. *Giving Good Hints*. In the second session of this workshop series, you considered the identification of activities which are prerequisite for mastery. The critical elements are the "pool" from which you should select your hints.

   Be sure that your hints do not give away the entire answer, but, rather, merely 'key' or 'cue' or 'tune' the student in to the proper area of thought.

   If the hint -- on the other hand -- is too obliquely-related to the point in question, neither you nor the student will learn from the hint.

   But, regardless of whether or not the hint "works," you will have communicated (non-verbally) to the student that you are willing to help and that getting it right the first time isn't what matters most.

D. Classroom Techniques

In addition to pacing questions through individualization and being sensitive to the needs of the students in general, there are several things which, if added to your repertoire of information-gathering skills, will make things run smoother.

1. Type of Question. With exceptional students, questions requiring responses other than recall might be more profitable. Consider using the following types of responses:

   - recognition-type response (matching or multiple-choice)

   - reconstruction response

   - partial reconstruction

2. Teaching-Testing Similarity. Try to maximize the similarity between teaching and the ultimate testing situation.

   If you want the child to be able to write the alphabet, then teaching would include not only saying the ABC's, but writing them as well.

3. Additional techniques. Sessions eight and nine of this series will deal with classroom management and the development of positive self-concepts among your students.

   In those sessions, you will learn ways to check progress while students are working . . . making an attempt to know where each student is in his/her work at all times. (Again, get "tuned in".)

   Also, you will discover ways to accept ideas from learners as a means of giving help or attention. This is another effective, yet passive, means of learning what students have understood.

   In addition, you will take another look at giving hints: next time, you will see hints as ways of insuring an opportunity for success. (And that's a nice thing to do for a friend, too.)

E. Video-taped Examples

A single (simulated) example of what not to do is shown in VTR D-1, demonstrating how an unhealthy attitude toward checking student work can affect a teachers interactions with students and his/her feelings about teaching.

In the remaining examples (VTR D-2,3,4,5,6,7) teachers are seen getting in touch with what students have understood without threatening the students in the process. Once this has been done, the lesson begins or continues smoothly.

GIVING FEEDBACK

A. Types of Feedback

   1. General Comments
   2. Specific Comments
   3. Suggestions for Improvement

B. The Non-verbal Communication of Feedback

C. Techniques

D. Video-taped Examples

GIVING FEEDBACK

Just as you, the teacher, want to know how the student is doing, the student, too, is interested in his/her progress. This was discussed in the third session of this workshop series in a different context.

It is important to learning itself that you communicate to the student information about the adequacy, completeness, or correctness of his/her responses.

Knowledge of results has been proven essential to learning in numerous experimental studies. But common sense will lead you to the same conclusion:

- If there are some points of misinformation, you will want the student to become aware of these early on (before they become fixed in his/her mind).
- Similarly, you will want to reinforce proper understandings in order to perpetuate them.

How does one give feedback appropriately? When is it best given? The specifics of reinforcement techniques will be the concern of sessions eight and nine. Here, we will discuss types of feedback about academic progress a a few techniques.

A. Types of Feedback

There are three levels of feedback to be discussed here, each offering the student a different type and ammount of information. Given the purpose of academic feedback (to enhance learning) it would be wise to consider each of these types carefully and decide which type you use and which type you think might be best.

1. General Comments. The report card and homework paper grades offer the student global measures such as "B" or "OK".

   But these general comments offer the student only a gross insight into the adequacy of his/her work.

2. Specific Comments. The purpose of academic feedback should be to permit the student to alter specific aspects of his/her performance to improve it. Accordingly, it is important that that the teacher let the pupil know which specific responses are right and wrong and what is right or wrong about them. General comments, of course, would be too gross to permit this sort of specific alteration of performance.

3. Suggestions for Improvement. Optimally, the student should be told specifically which responses are right and wrong, what specifically is right or wrong about them AND, in addition, how to go about improving the areas in need of improvement.

B. The Non-verbal Communication of Feedback

It is easy to forget, when concerned with what it is that we are saying, that equally important is how we say what we say. This tonal overlay in our communication is referred to as the non-verbal component of the message.

When a child gives a response that is incorrect or submits a paper with many errors, the job of the teacher is to be sure that the incorrect material is learned properly. This orientation has a tendency to focus the teacher's attention on the incorrect material to the exclusion of correct responses.

Compare these two reactions to a student's paper:

- "There certainly are a lot of mistakes on this paper!"
- "I can see you've tried hard on this paper . . . let's look at some of these again."

In the first instance, all attention (including that of the student) is aimed at the negative. What benefit is there in that? Presumably, the student knows (s)he does not do perfect work -- why rub it in?

In the second example, the teacher begins by putting the student in the warm glow of a compliment at the outset. (We all do better in that sort of context.) From that positive opening, the teacher can proceed to use correct items as examples of points that need to be made in correcting incorrect items.

What about written communication? There are times when the student will receive a paper back in a group setting where individualized verbalizations are not positive. Consider what you "say" to the student non-verbally by the way you mark the paper.

Compare these two ways of marking a paper.

- "6 Wrong" (written at top of page)
- correct items marked on page; no marks next to incorrect items.

There is an old song (it predates current behavior modification) that says "You've got to ac - cen - tuate the positive, e - lim - inate the negative . . ." The thought applies here, too. By focusing on what is right, you create a "winner" self-concept in the child; stress the negative and you will have a much more difficult job convincing the child that (s)he is not a "loser."

As a way of getting into the habit of functioning in the way suggested here, you might try to " . . . latch on to the affirmative . . ." as the old song continues. Try to see the good in things. Once the habit takes over, you may find you hardly see the negative at all in an emotional sense, but merely as something that stands in the way of the positive feeling of success.

C. Techniques

It would be a duplication of effort to supply a great number of techniques here inasmuch as the eighth and ninth sessions of this workshop series will concentrate on classroom management from a stance consistent with the philosophy being set forth here.

Here are some topics that you will consider in those sessions:

- Reinforce appropriately.
- Reinforce behavior in the right direction.
- Reinforce consistently.
- Be specific in reinforcing.

These are just a few of the topics to be discussed. In addition, you will learn specific techniques for supplying feedback.

D. Video-taped Examples

To illustrate how specific responses can lead to success, three classroom interactions are presented on video tape.

Notice how the teacher:

- tells the student what is right.
- tells the student what is wrong.
- tells the student the specifics of what is right and wrong.
- tells the student how to improve.

USING APPROPRIATE WRITTEN AND ORAL EXPRESSION

Communicating with clarity is essential in both written and oral expression. The message must be correct as well as clear.

	Written	Oral
Correct		
Understandable		

A. Correctness

School, as we said at the outset, is a very verbal place. As a teacher, you are -- whether you like it or not -- a representative of the education community and a prime example of "an educated person."

Educated people are usually thought of as using the language in an appropriate way. This means that you will be expected to know and use the following:

- Proper Grammar
  - complete sentences
  - appropriate cases of nouns and pronouns
  - correct tense and number in verbs
  - idioms which are current
- Proper Punctuation
  - to express meaning
  - to create emphasis
- Proper Spelling
- Proper Pronunciation

The reason educators frequently are held accountable for guarding our language is that if they do not present appropriate models for their students, there is little hope for the future of our language.

In speaking correctly, you do two things: you communicate clearly; and you perpetuate the language as we know it.

B. Understandability

Aside from the correctness of one's expression, it is essential that whatever you say is said so that it is understandable. This is

b. pitch -- The pitch of your voice -- its highness or lowness is not innate; each person has a wide natural range.

Within our natural range, the pitch we use when we speak is determined by habit, imitation, and how we see ourselves.

Have you ever seen an accomplished, self-assured woman who speaks in a sweet, little girl's voice? If you have a discrepancy between how you feel about yourself and how you sound to others, it is possible to change this to bring your innner and outer images into synchrony.

Generally, the faster you speak, the higher the pitch will be. Slowing down within sentences, usually, is not as critical as pausing longer between main ideas and sentences.

c. inflection -- Inflection is the way we vary the pitch of our voice to express meaning.

Basically, there are two types of inflection -- upward and downward.

A sentence with upward inflection either asks a question, requests information, asks for approval, or suggests uncertainty, insecurity, doubt, hesistancy, or surprise.

Downward inflection implies a mental attitude of certainty, strength, authority, command, defiance, or assertion, and is used when information is being given rather than requested.

d. resonance -- The main source of resonance in the voice are the throat, mouth, nasal cavities, and chest.

In order to produce a pleasant rich sound, the resonator cavities must be open and relaxed.

e. projection -- Projecting literally means throwing your words out. Your mouth must be open to do this.

Clear, dintinct articulation and drawing your words out with a sustained sound also will help your voice to carry.

Finally, projecting your voice is closely related to your energy level. If you understand that you must project from your abdomen instead of from your throat, and if you really want to be heard you will generate enough energy in your voice to insure that you are heard.

APPENDIX D

VTR Segments

APPENDIX E

o Activity 2

APPENDIX E

- Activity 2

Activity 2

Example

Teacher says to student, "Please read the next paragraph, Sue."

Sue starts at the correct place, but continues to read for a page and a half until stopped by the teacher.

What may have happened?

Areas of possible misunderstanding	Keys for unlocking misunderstanding
a. Child may not have heard how much to read.	a. Teacher could ask Sue, quietly, if she did not understand the directions
b. Child may not know what a "paragraph" is	b. Teacher could ask Sue if she knows what a paragraph is (If not, teacher could explain concept and show an example in the book.
c. Sue may not have been paying attention to the directions.	c. Teacher could remind Sue to pay attention.

Activity 2

Teacher says to first year class, "We are going to be finding letters of the alphabet. You have a paper on which there are many letters. The letters you have to find are f, b, and d.

Circle the f's with your blue crayon, underline the b's with your red crayon, put a square around the d's with your green crayon.

Begin. No questions.

Areas of possible misunderstanding	Keys for unlocking misunderstanding

A BRIEF GUIDE TO GIVING INSTRUCTIONS AND ASKING QUESTIONS

Instructions should specify:

- What to do
- How to do it
- An example of how and where to respond
- The expected level of success
- Time expectations
- How to get help if needed
- What to do upon finishing

Clear directions should:

- Be arranged in a logical sequence
- Be sequenced from simple to complex
- Be sequenced from concrete to abstract
- Provide a variety of examples
- Provide additional visual cues
- Emphasize key words
- Provide illustrations

The language of instructions:

- Use an appropriate language level
- Reduce language quantity to the simplest statements
- Avoid complex sentence structure
- Talk and write in small units
- Use only essential words
- Emphasize meaning with gesture

When asking questions:

- Give ample time before moving on.
- Restate the question to clarify and aid the student in responding.
- Give hints.

Types of response required:

- Use recognition-type questions.
- Use reconstruction (or partial-reconstruction) questions.
- Avoid recall-type questions if possible.

APPENDIX F

Homework

Workshop # 6: Instructing with Clarity

Homework

TO BE COMPLETED AND SUBMITTED ON THE EVENING OF 21 FEBRUARY

Instructions: The purpose of Workshop #6 was to improve your ability to instruct with clarity; this homework assignment will help you to apply what you have learned to your own teaching.

1) View the video tape of your teaching.
2) Rate your teaching using the rating scales attached (they are synthesized from the workshop).
3) Select three of your lowest ratings
4) List two things that you did NOT do that you should have done, in each of the items rated.
5) Discuss briefly how you will go about improving in the areas in question
6) Use the attached form for your submission.
7) **** Be sure to put your name on your paper ****

Insert below the items (three) on which you were rated lowest in your self-report rating.	List two things you did not do that you should have done.	Discuss how you will go about improving in the areas in question.
1) Item: ____________ ____________ ____________ Rating:(self)_____	1) 2)	
2) Item: ____________ ____________ ____________ Rating: (self) ____	1) 2)	
3) Item: ____________ ____________ ____________ Rating: (self) ____	1) 2)	

Name: ______________________________

Insert below the items (three) on which you were rated lowest in your self-report rating.	List two things you did not do that you should have done.	Discuss how you will go about improving in the areas in question.
1) Item: Clarity of directions Rating:(self) 3	1) did not provide enough opportunities for student feedback concerning directions 2) did not provide enough concrete examples of acceptable responses	Ask individuals to repeat directions and clarify any misunderstandings. Prepare examples that illustrate the directions and my expectations.
2) Item: Time-Space Context Rating: (self) 3	1) not linking the activity to past experiences 2) show how this activity will relate to future activities	Use the introduction and wrap-up to relate the activity to past and future
3) Item: Pacing Communications Rating: (self) 3	1) give more hints 2) restate questions	Try to give more hints to students who seem confused. Rephrase questions.

Name:

Workshop #6

Participants' comments

HOW USEFUL WAS THE INFORMATION?

The content itself was extremely useful for all teachers. I feel this info should be a priority for every teacher that really expects to teach in the true meaning of the word.

Information was common sense, but we do need to be aware of these points.

It was very useful. Good ideas about communication between teacher and child.

Useful - reminded you of many important things that we sometimes forget to do in the classroom.

WHAT WAS THE BEST IDEA IN THE WORKSHOP?

With-it-ness

Empathize with students' problems.

Getting your act together - letting students know what you expect of them.

Many good ideas such as 1) being a friend with students and not pulling surprises on them 2) how to gain trust of your students 3) contents of instruction 4) how to handle misunderstandings 5) creating a time - space context

That children believe in friends. I feel many teachers are afraid to be friends because they'll lose their "power". This shouldn't be a power struggle but a joining of ideas and each others respect.

WORKSHOP #7

(2/21/79)

Mary M. Nur

Approximate Time	Activity	Materials Needed
	UNIT IN POETRY (High School Level) (Goal XV, Part A)	
10 min.	Introduction: The instructor will introduce herself and then go over the behavioral objectives to be covered in this lesson. She will read each behavioral objective aloud and the corresponding criteria measures to refresh the teachers' memories. They, as a homework assignment will have already developed a short lesson to correspond to one of the criteria measures.	35 copies of Evaluation Format
10 min.	Lecture: (For Criterion Measure 1) The instructor will begin by stating that the purpose of this lecture is to define what we mean by poetry. She will read two excerpts, one a poem and one an editorial pleading the cause of civil rights. The theme for each excerpt is similar--a challenge to social injustice. The editorial states concisely and objectively the intent to uphold human freedom and happiness. Blake's poem transforms and enriches the effect of the prose statement. In this poem the poet is a fighter, his weapons are a "bow," "arrow," "spea," "chariot," "sword." These are physical objects which are charged with emotional significance by other surrounding words. The fight is a spiritual one--"bow of burning gold," "arrows of desire," "chariot of fire." These weapons are not only weapons of destruction against darkness and evil but are instruments of creation. They build Jerusalme and all that name implies and the verdant English countryside. The Blake stanzas are different in three ways from the prose statement of the same theme. They have - rhythmical pattern - metaphysical language - words that carry more significance than in ordinary use	35 copies of Social Injustice Excerpts

EC123251

At the end of this brief definition of poetry the instructor will now shift from a lecture format to a discussion format.

10 min. Discussion: (For Criterion Measure 2)
The instructor will begin the discussion by reiterating that poetry is rhythmically patterned language. She will read aloud two excerpts, again both with the same theme, one rendered in poetry, the other in prose. In an attempt to further define poetry as patterned language the instructor will ask:

35 copies of Excerpts on The Rainbow

1. What is the difference between these two descriptions of a rainbow?
2. Look at the form, how do they differ?
3. How does the language differ?
4. Can you tell me something about the arrangement of the words? About the rhythm of the words?
5. Which is the poem? Briefly what are the characteristics of this poem?

The instructor briefly summarizes the discussion by restating the characteristics mentioned by the class.

20 min. Inquiry Approach to Understanding Poetry (For Criterion 3)
The next part of this lesson will focus on a concept related to poetry. The instructional method used is the concept attainment model developed by Bruce Joyce. The instructor will begin with an array of poems, examples, that are alike in some ways and different in some ways. The teachers are to formulate a hypothesis about the concept through the positive and negative examplars. The instructor will hand out the poem "The Wind Tapped . . ." and state this poem is an example of the concept. The second exemplar, "Hope is a Thing . . ." is not. The teachers will be given time to read and think about formulating their hypothesis as each new poem is presented. The poems are presented in the following order:

35 copies of Poems

35 copies of Concept Attainment Guide

"Tiger Lily"	no
"Fable"	yes
"On a Squirrel"	no
"Neither out For"	no
"On the Horizon"	yes
"I Know a Place"	yes

"This is My Rock"	no
"Happy is the Little . ."	yes

At any point the teachers may formulate correctly the concept which is the personification of nature in poetry. The instructor will begin by stating that this model can be used in any subject to teach a skill or concept. For example, in teaching the concept long a sound, the instructor could present the class with exemplars:

Fate	yes
Fat	no
Mat	no
Mate	yes

etc.

The instructor will ask the teachers to list how they might use concept attainment in special education classes.

10 min. Debriefing: The instructor will ask for reactions on the relative strengths and weaknesses of the lecture, discussion, inquiry mode of instruction The lesson covered the definition of poetry, patterned language and imagery as characteristics of poetry. The instructor will ask:

35 copies of Format for Short Informal Lecture

1. Which approach is more effective for teaching the different characteristics of poetry?
2. As teachers of special education class how might you plan a lesson to "demonstrate through questions, modelling, application, how the subject area is important to the world outside. (Criterion 3) Those teachers who prepared a lesson plan for this criterion will be encouraged to share their ideas here.

UNIT ON CONCEPT OF SIMILARITY (Kindergarten)

(Goal XV, Part B)

Approximate Time	Activity	Materials Needed
10 min.	Sorting Activity: (for Criterion Measure 1) The instructor will divide the teachers into three ability groups. The three groups will demonstrate their understanding of similarity according to developmental levels. Demonstration of the concept of similarity is represented through direct experience (group I); demonstration (Group II); verbalization (Group III). Group I: In pairs students sort △ 's ○ 's ▭ 's into similar groupings. Group II: Students complete Exercise I on pairing △ 's, ○ 's ▭ 's. Group III: Teacher-led discussion asks students to look for △ 's, ○ 's, ▭ 's in the room. After a few minutes of demonstration the instructor will stop this phase of the lesson.	35 Exercise I 4 Boxes of shapes
10 min.	Sorting Activity Using Magazines: (for Criterion Measure 2) The instructor will ask the teachers to sit at 3 tables and as a group look through magazines for shapes of △ 's, ○ 's, ▭ 's Each group is instructed to make a joint collage using shapes. The group will be given 5 minutes to select, cut out and paste shapes on a single piece of paper. When the collages are completed, a member of each group will show their product to the rest of the class.	magazines paper paste scissors
5 min.	Sorting Activity Using a Variety of Resources (For Criterion Measure 3) Keeping the same groups, the instructor will pass out additional boxes of different shapes to each group for further practice sorting for similarity. These boxes will include buttons, washers, paper clips, etc. Teachers in pairs will be asked to sort according to similarities. After the pairs seem to have demonstrated their understanding of similarity the instructor will stop the lesson.	15 boxes of objects

10 min.	**Debriefing**: The instructor will begin by discussing Baker's Scheme on degrees of abstractness and rationale for the three groupings in the first sorting activity. The instructor will then ask: 1. Which activity meets Criterion Measure 1,2, and 3? 2. What is the relative effectiveness of each in terms of involving the whole class? diversity of material? maturation? 3. As teachers of special education how might you plan a lesson "that provides a variety of resources, materials, visual aids to enhance student's understanding of the subject matter?" Have those teachers who designed a lesson for this criterion share their ideas.	35 copies of Baker's Scheme
10 min.	Unit on Nursing (for Elementary School) (Goal XV, Part C) The Instructor will show film #57 to demonstrate the behavioral objective. "The teacher will state the purpose of the subject by teaching it in context or relating it to the outside world." The instructor will hand out Form II for the teachers to use while viewing the film. The teachers are to rank the instructional behavior of the teacher in the film by describing the behavior relevant to Criteria 1, 2, 3.	35 copies of Evaluation Form Film 27
10 min.	Debriefing: When the film is over the instructor will ask: 1. What behaviors did you select for Criterion Measure 1? 2? 3? 2. As teachers of special education classes how would you design a lesson to meet Criterion 3?	

UNIT ON SCHOOL (for K-12)

(Goal XVI, Part A)

20 min. The instructor will divide the teachers into three groups. Each group is given a role playing situation to plan.

Class Meeting Role Play for Group I, II, III

Group I designs the situation for Criterion Measure 1

Group II designs the situation for Criterion Measure 2

Group III designs the situation for Criterion Measure 3.

The instructor will inform the teachers that they are to be a group of students (age to be determined by the group) sitting in a circle. When each group is assembled, it is to select a teacher; a counselor; and decide the age of the class. Once these three tasks are done, the selected teacher and counselor of each group receives from the instructor a set of directions. The instructor then will ask Group II to begin followed by Group I and finally Group III.

10 min. Debriefing: After the role play for each group the instructor will ask:

1. Which group met Criterion 1? 2? 3? Elaborate.
2. What are the advantages of Group III?
3. As a teacher of special education what lesson would you design to meet Criterion 3?

UNIT ON BIRDS

(Goal XVI, Part B)

10 min.	Instructor will show film #55 to demonstrate the behavioral objective "the teacher will make modifications in the lesson that incorporate events as they occur in the classroom." The teachers in the class will rank the instructional behavior of the teacher in the film by describing the behavior relevant to Criterion 1, 2, 3.	35 copies Evaluation Form III VTR Tape #55
10 min.	Debriefing: When the film is over the instructor will ask: 1. What behavior did you select for Criterion 1? 2? 3? 2. As teachers of special education how would you design a lesson to meet Criterion 3?	

HANDOUTS

WORKSHOP #7

HOMEWORK ASSIGNMENT

Each teacher will select one of the five behavioral objectives listed in Evaluation Form I and develop a brief lesson plan which meets Criterion 3 for the Behavioral Objective. The lesson plan is for a special education class, grade level to be determined by the teacher. The lesson plans will be incorporated into the three-hour presentation.

EVALUATION FORM I

Behavioral Objective

A. The teacher will use accurate and up-to-date facts and information to demonstrate an understanding of the subject area and it importance in the world outside (for Goal XV).

Criterion Measures

1. During class the teacher presents or uses accurate information that is integral to the subject area.
2. The teacher uses up-to-date material, resources, factual information of the subject to motivate student interest.
3. The teacher demonstrates, through questions, modeling, application, how the subject area is important in the world outside.

Behavioral Objective

B. The teacher will use a variety of resources and materials to present accurate information about the subject.

Criterion Measures

1. The teacher will use materials which present accurate information that are appropriately linked to the competence levels of the students.

2. The teacher will supplement the regular curriculum materials with other currently used documents such as newspapers, journals, magazines.

3. The teacher will create a classroom environment that provides a variety of resources, materials, visual aids to enhance student's understanding of the subject matter.

Behavioral Objective

C. The teacher will state the purpose or importance of the subject by teaching it in context or relating it to the outside world.

Criterion Measures

1. The teacher will state the purpose or importance of the subject being taught.

2. The teacher will teach the subject matter in a context that reflects a larger content area.

3. The teacher will use probe questions or encourage students to raise questions regarding the subject being taught.

Evaluation Form 1 continued

Behavioral Objective

A. The teacher uses original or unexpected events to supplement the lesson. (For Goal XVI)

Criterion Measures

1. The teacher acknowledges the unexpected event and then precedes with the lesson.
2. The teacher takes time out of the lesson to discuss the unexpected event when it occurs.
3. In addition to discussing the unexpected event, the teacher asks to name some other special events that could be used in the lesson.

Behavioral Objective

B. The teacher will make modifications in the lesson that incorporate events as they occur in the classroom.

Criterion Measures

1. The teacher modifies the lesson plan smoothly in response to events in the classroom.
2. The teacher modifies the lesson while maintaining a strong focus on the objectives of the lesson.
3. The teacher capitalizes on unplanned occurrences in the classroom to stimulate students.

EXCERPTS ON SOCIAL JUSTICE

An editorial on civil rights might read:

"We assert without hesitation our conviction to continue the struggle for freedom of opportunity for all men, regardless of race, creed or economic status."

Blake's poem takes a similar stance toward social injustice in his poem:

> Bring me my Bow of burning gold!
> Bring me my Arrows of desire!
> Bring me my Spear! O clouds, unfold!
> Bring me my Chariot of fire!
>
> I will not cease from Mental Fight,
> Nor shall my Sword sleep in my hand,
> Till we have built Jerusalem
> In England's green and pleasant land.

EXCERPTS ON RAINBOWS

A prose passage about a rainbow might read like this:

The rainbow comes out only after a rainstorm and then stays for a brief time before disappearing. Many people believe there is at the end of the it a pot of gold. What do you think?

The Rainbow

The rainbow arches in the sky,
But in the earth it ends;
And if you ask the reason why,
They'll tell you "That depends."

It never comes without the rain,
Nor goes without the sun;
And though you try with might and main,
You'll never catch me one.

Perhpas you'll see it once a year,
Perhaps you'll say: "No, twice";
But every time it does appear,
It's very clean and nice.

If I were God, I'd like to win
At sun-and-moon corquet:
I'd drive the rainbow-wickets in
And ask someone to play.

Examples	Characteristics		Hypothesis
	Yes	No	

THE WIND TAPPED LIKE A TIRED MAN

The wind tapped like a tired man,
And like a host "Come in"
I boldly answered. Entered then
My residence within

A rapid footless guest,
To offer whom a chair
Were as impossible as hand
A sofa to the air.

No bone had he to bind him;
His speech was like the push
Of numerous hummingbirds at once
From a superior bush;

His countenance a billow;
His fingers as he passed
Let go a music as of tunes
Blown tremulous in glass.

He visited still flitting,
Then like a timid man
Again he tapped. 'Twas flurriedly,
And I became alone.

HOPE IS THE THING WITH FEATHERS

Hope is the thing with feathers
That perches in the soul
And sings the tune without the words
And never stops at all.

And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.

I've heard it in the chillest land
And on the strangest sea,
Yet never in extremity
It asked a crumb of me.

Examples	Characteristics Yes	 No	Hypotheses

Tiger Lily

The tiger lily is a panther,
Orange to black spot:
Her tongue is the velvet pretty anther,
And she's in the vacant lot.

The cool day lilies grow beside her,
But they are done now and dead,
And between them a little silver spider
Hangs from a thread.

FABLE

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig";
Bun replied,
"You are doubtless very big;
But all sorts of things and weather

ON A SQUIRREL CROSSING THE ROAD IN AUTUMN, IN NEW ENGLAND

It is what he does not know,
Crossing the road under the elm trees,
About the mechanism of my car,
About the Commonwealth of Massachusetts,
About Mozart, India, Arcturus,

That wins my praise. I engage
At once in whirling squirrel-praise.

He obeys the orders of nature
Without knowing them.
It is what he does not know
That makes him beautiful.
Such a knot of little purposeful nature!

I who can see him as he cannot see himself
Repose in the ignorance that is his blessing.

It is what man does not know of God
Composes the visible poem of the world.

. . . . Just missed him!

Examples	Characteristics		Hypothesis
	Yes	No	

ON THE HORIZON

On the horizon, the peaks assembled;
And as I looked,
The march of the mountains began.
As they marched, they sang,
"Ay! we come! we come!"

NEITHER OUT FAR NOR IN DEEP

The people along the sand
All turn and look one way.
They turn their back on the land.
They look at the sea all day.

As long as it takes to pass
A ship keeps raising its hull;
The wetter ground like glass
Reflects a standing gull.

The land may vary more;
But wherever the truth may be—
The water comes ashore,
And the people look at the sea.

HOW HAPPY IS THE LITTLE STONE

How happy is the little stone
That rambles in the road alone,
And doesn't care about careers,
And exigencies never fears,
Whose coat of elemental brown
A passing universe put on;
And independent as the sun,
Associates or glows alone,
Fulfilling absolute decree
In casual simplicity.

This Is My Rock

This is my rock,
And here I run
To steal the secret of the sun;

This is my rock,
And here come I
Before the night has swept the sky;

This is my rock,
This is the place
I meet the evening face to face.

March 8, 1980

To Whom it May Concern:

Mrs. Mary Nur is authorized to use my published works as embedded in the Models of Teaching and extensive passages, shorts, excerpts and within its conceptual framework for training purposes of public school teachers, administrators and other interested parties for the State of Georgia.

This statement applies to Mrs. Nur efforts in the State of Georgia and future requests will be considered on their merits.

Signed this day, March 8, 1980

Bruce R. Joyce
Author of Models of Teaching in
the 1st and 2nd Edition

CONCEPT ATTAINMENT

The Concept Attainment Model was developed from the work of Jerome Bruner, Jacqueline Goodnow and George Austin. They begin with the assertion that the environment is so tremendously adverse and man needs to be able to discriminate many different objects. It is in order to cope with the environment that we engage in the process of categorizing and forming concepts.

Concept Attainment Models facilitate the type of learning referred to as conceptual learning, in contrast to rote learning of factual information or of vocabulary. Knowing a concept means distinguishing examples from non-examples, generating new examples of the concept and articulating the attributes of the concept.

Bruner's work has important and immediate application to teaching. First of all, by understanding the nature of a concept and conceptual activity, teachers can better determine when students have attained a concept, and when they may be using words without full conceptual understanding. Second, teachers can recognize the categorizing strategies their students are using and help them use more effective ones. Third, they can improve the quality of instruction for concept learning by using models of teaching which capitalize on the nature of the Concept Attainment process.

The Concept Attainment Model selected illustrates a series of exercises. The first concept game is largely a warm-up to get the students used to identifying attributes. On the second exercise the teacher, Muata, leads the fifth grade students through another concept attainment game. In this game he moves the students to analyzing their thinking strategies, Phase 3. In the last game Muata uses a series of drawings of objects that are positive and negative examples of the concept. This time the students move through the first two phases of the strategies.

Excerpts from Models of Teaching by Bruce R. Joyce

MODEL SUMMARY

Reception Concept Attainment Model

Syntax

Phase One: *Presentation of Data and Identification of Concept*

- —present labeled examples
- —comparison of attributes in positive and negative examples
- —generate and test hypotheses
- —name the concept
- —state a definition according to the essential attributes

Phase Two: *Testing Attainment of the Concept*

- —identify additional unlabeled examples as "yes" or "no"
- —generate examples

Phase Three: *Analyze Thinking Strategies*

- —describe thoughts
- —discuss role of hypothesis and attribute
- —discuss type and number of hypotheses
- —evaluate the strategies

Principles of Reaction. During the flow of the lesson, the teacher wants to be supportive of the student's hypotheses, but to emphasize that they are hypothetical in nature and to create a dialogue in which the major content is a balancing of one person's hypothesis against another's. In the later phases of the model, the teacher wishes to turn the students' attentions toward analysis of their concepts and strategies, again being very supportive. He should encourage analysis of the merits of various strategies rather than attempt to seek the one best strategy for all people in all situations.

Teacher's Role. Prior to teaching using the Reception Concept Attainment Model, the teacher selects the concept, selects and organizes the material into positive and negative examples and sequences the examples. Despite recent efforts to teach the major concepts of the discipline, most instructional materials, especially textbooks, are not designed to do the job in a way that corresponds to the nature of concept learning as described by educational psychologists. In most cases, teachers will have to prepare examples, getting ideas and materials from texts and other sources, but desiging them in such a way that the attributes are clear and that there are, indeed, both positive and negative examples of the concept. During the Reception Concept Attainment Model, the teacher acts as a recorder, keeping track of the hypotheses (concepts) as they are mentioned and of the attributes. In the initial uses of concept attainment, it is helpful to be very structured. The teacher also supplies additional examples as they are needed. The three major functions of the teacher during Reception Concept Attainment activity are to record, prompt (cue) and to present additional data.

Support System. Concept-attainment lessons require material which has been designed so that concepts are embedded in the material. The material must be organized so that positive and negative exemplars are pointed out to the student. It should be stressed that the student's job in a concept-attainment strategy is not to invent new concepts, but to attain the ones that have previously been selected by the teacher or teaching agent. Hence, the data sources need to be known beforehand and the aspects of concept attainment activity made visible. Thus, as students are presented with an example they are asked to describe its characteristics (attributes). These can then be recorded in a column depending upon whether the example is a "yes" or "no". A blackboard or tagboard for a Reception Concept Attainment Model might look something like this.

Examples		Characteristics of the		Possible Concepts (Hypothesis)
		Yes'	No's	
hate	Yes	long a	two letters	
		four letters	four letters	
at	No		short a	
		three letters		
ate	Yes	silent e		
tea	No			
plan	No			

The three columns clearly reveal the basic elements of a concept. The teacher can work from the record (Column 2) to help students attain the concept. As hypotheses are generated they can be compared to the characteristics of the yeses. After the concept is attained, new examples can be contrasted with the "yes" characteristics.

PLANNING GUIDE: CONCEPT ATTAINMENT

I. Analysis of Concept

1. Name of Concept ________________
2. Essential Attributes of Concept
   - a ________________
   - b ________________
   - c ________________
   - d ________________
   - e ________________
3. Nonessential Attributes of Concept
   - a ________________
   - b ________________
   - c ________________
   - d ________________
4. State the Rule ________________

II. Type of Concept (circle one)

5. Conjunctive Disjunctive Relational

6. If the concept is conjunctive or relational do all the "yes's" contain all the esstential attributes?

YES_____ NO_____

Or, if the concept is disjunctive do all the "yes's" contain at least one essential attribute?

YES_____ NO_____

III. Objectives

7. Write two behavioral objectives students will accomplish in this lesson.

IV. Exemplars

8. Describe the "yes" exemplars.

9. Describe the "no" exemplars.

10. Is the mode of presentation, i.e., pictures, words, paragraphs, suitable for the concept?

11. Do you have a sufficient number of "yes" and "no" exemplars?

How many "yes's"_____ How many "no's"_____

12. How many of the "no's" exemplars have none of the essential attributes? _____
How many of the "no" exemplars have one or more of the essential attributes?_____

V. Phases of the Model

13. Write your opening move for each phase of the model.

Phase One: *Presentation of Data and Identification of Concept*

Phase Two: *Testing Concept Attainment*

Phase Three: *Analysis of Thinking*

RECEPTION CONCEPT ATTAINMENT MODEL

Teaching Analysis Guide

PHASE ONE: *Presentation of Data and Identification of Concept*

	Adequate	Minimal	Not at All	Not Necessary
1. Did the teacher state the purpose of the game?				
2. Did the teacher explain the procedures of the process?				
3. Did the initial "yes" clearly contain the essential attributes?				
4. If a conjunctive concept, did the teacher begin with a "yes" exemplar? or If a disjunctive concept, did the teacher begin with a "no" exemplar followed by a "yes"?				
5. Did the teacher ask questions that focuses students on the essential attributes?				
6. Did the teacher ask students to compare the "yes" exemplars?				
7. Did the teacher ask students to contrast the attributes of the "yes" exemplars with the "no" exemplars?				
8. Did the teacher present labeled exemplars?				
9. Did the teacher ask students to generate and test hypotheses about the identity of the concept?				
10. Did the teacher ask the students to name the concept?				
11. Did the teacher ask the students to state the essential attributes of the concept?				

	Adequate	Minimal	Not at All	Not Necessary
PHASE TWO: *Testing Concept Attainment*				
12. After the concept was agreed upon, did the teacher present additional exemplars asking whether they contain the concept?				
13. Did the teacher ask the students to justify their answer?				
14. Were the students able to supply their own exemplars to fit the concept?				
15. Did the teacher ask the students to justify their exemplars by identifying the essential attributes?				
PHASE THREE: *Analyzing Thinking Strategies*				
16. Did the teacher ask students to describe the thinking processes in attaining the concept?				
17. Did the teacher ask students to reflect on the roles of attributes and concepts in their thinking strategies?				
18. Did the teacher ask students to evaluate the effectiveness of their strategy?				

Format for Short Informal Lecture

This type of lecture is usually of shorter duration than the formal lecture and may include time for student questions. The short, informal lecture may be used for the purpose of introducing new material; summarizing material which has been covered or, as in problem-solving approaches, uncovered; as a type of motivational strategy or to develop a brief one-point lecture.

Step One -- Decide upon the purpose.

Step Two -- Select the exact point you wish to make and state in a short sentence the idea to be explained.

Step Three - Make your point clear
  a. by explanation, comparison and verbal illustrations;
  b. by using maps, diagrams, pictures, or models.

Step Four -- Restate the ideas you have explained in summary form.

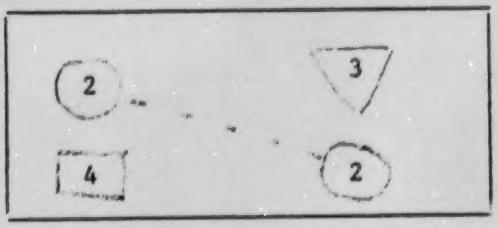
Step Five -- Allow time for questions

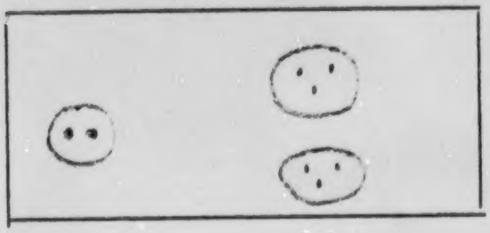
The utilization of motivating appeals including humor and precise objectives should be an intrinsic part of every lecture whether it is formal or informal.

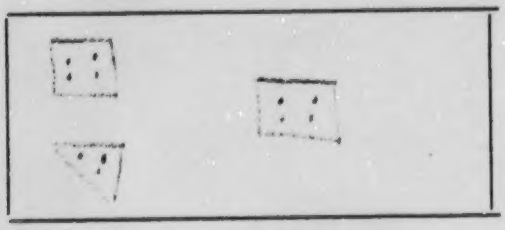
EXERCISE I

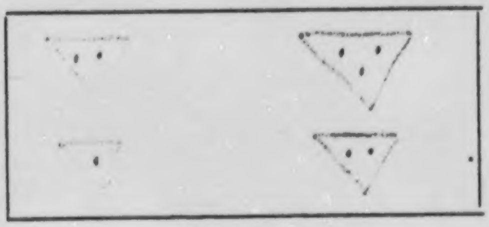
Name____________________

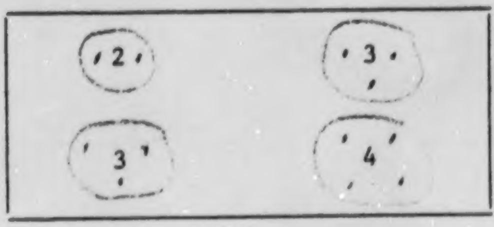
Which are the same?











Degrees of Abstractness

This continuum suggests one way a developer can vary the presentation of content during a sequence of instructional activities--namely, in terms of degree of abstractness from direct experience. Many instructional products will use several modes of presentation to help a learner master the content being presented.

VERBAL SYMBOLS
VISUAL SYMBOLS
STILL PHOTOGRAPHS
MOTION PICTURES
TELEVISION
EXHIBIT
DEMONSTRATION
SIMULATION
ROLE PLAYING
FIELD TRIP
DIRECT EXPERIENCE

Use of the Senses

This classification helps a developer consider the senses which may be used for a given content and the variety of media which can be used to stimulate a particular sense or group of senses.

VISUAL (STILL)

- chalk board
- chart, graph, map
- poster
- display, exhibit
- model
- photograph
- slide, filmstrip
- opaque projector
- overhead projector
- print

VISUAL (MOTION)

- silent motion picture (live action, animation)
- videotape

VISUAL (TACTILE)

- paper and pencil
- puzzle
- specimen
- game
- construction materials

AUDIO

- records
- tape recordings
- radio
- telephone

AUDIOVISUAL

- videotape with sound
- sound movies
- discussion
- debate
- puppets
- drama
- role play
- demonstration
- field trip

EVALUATION FORM II

Behavioral Objective

The teacher will state the purpose or importance of the subject by teaching it in context or relating it to the outside world.

Criterion Measures	Describe Relevant Teacher Behaviors in Film
1. The teacher will state the purpose or importance of the subject being taught.	
2. The teacher will teach the subject matter in a context that reflects a larger content area.	
3. The teacher will use probe questions or encourage students to raise questions regarding the subject being taught.	

Group I

CLASS MEETING - Role Play

Ms. Downing - The Teacher

As part of your daily schedule, you bring the students together in a circle to discuss a topic of interest. This morning the topic is "What in school would you like to see changed?" Open the class discussion by saying "As a student in this school you probably have some ideas about things you would like to see changed in our school. Jill, what would you like to see different?" After the discussion begins the class will be interrupted by the new school counselor, Mr. Smith, who gives you a sheet of paper.

You say hello, take the paper and resume your lesson.

Group I

CLASS MEETING - Role Play

Mr. Smith - The new counselor

You are new to the school. Your role in this situation is to enter Ms. Downing's classroom after the second student starts to speak, give her a sheet of paper and leave.

CLASS MEETING - Role Play

Ms. Downing - The Teacher

As part of your daily schedule, you bring the students together in a circle to discuss a topic of interest. This morning the topic is "What in school would you like to see changed? Open the class discussion by saying "As a student you probably have some ideas about things you would like to see changed in our school. Jill, what would you like to see different?" After the discussion begins the class will be interrupted by the new school counselor, Mr. Smith, who gives you a sheet of paper. You acknowledge Mr. Smith and inform the class that he is the new counselor who is planning to reorganize the counseling department. You suggest to the class that if they have suggestions for changes they might write some of their concerns and ideas for changes for Mr. Smith to consider.

CLASS MEETING - Role Play

Mr. Smith - The new Counselor

You are new to the school. Your role in this situation is to enter Ms. Downing's classroom after the second student starts to speak, give her a sheet of paper and remain until she finishes introducing you.

CLASS MEETING - Role Play

Ms. Downing - The Teacher

As part of your daily schedule, you bring the students together in a circle to discuss a topic of interest. This morning the topic is "What in school would you like to see changed? Open the class discussion by saying "As a student you probably have some ideas about things you would like to see changed in our school. Jill, what would you like to see different?" After the discussion begins the class will be interrupted by the new school counselor, Mr. Smith, who gives you a sheet of paper. You say hello and ask him to join the group for a moment. Inform the class that Mr. Smith is the new counselor who is planning to reorganize the counseling department. You ask Mr. Smith to summarize how he plans to change the counseling department. When Mr. Smith finishes and leaves you suggest to the students that perhaps they would like to talk with teachers in other subject areas to communicate their concerns. You finish by saying that change in any organization, including schools, is best achieved when people, in the case of schools it would be students and teachers, share their concerns. These concerns can then be built into the plans for change. As a result, the new ideas will receive greater support from those within the organization.

CLASS MEETING - Role Play

Mr. Smith - The new counselor

You are new to the school. Your role in this situation is to enter Mrs. Downing's classroom after the second student starts to speak, and upon her invitation briefly summarize how you plan to change the counseling department. Begin by stating that you would like student input in terms of concerns and ideas before you plan for the changes. Suggest to Mrs. Downing that you might arrange to meet with the class sometime to discuss their concerns. You leave after this.

EVALUATION FORM III

Behavioral Objectives

The teacher will make modifications in the lesson that incorporate events as they occur in the classroom.

Criterion Measures	Describe Relevant Teacher Behavior in Film
1. The teacher modifies the lesson plan smoothly in response to events in the classroom.	
2. The teacher modifies the lesson while maintaining a strong focus on the objectives of the lesson.	
3. The teacher capitalizes on unplanned occurrences in classroom to stimulate students.	

Workshop VIII & IX

Helps learners develop positive
concepts of themselves.
Manages classroom interactions.
Reinforces & encourages efforts
of learners.

Presentors: Ginny Eckert
& Laura Weiner

Special Education Competencies
for Teachers
Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

This Workshop was developed
under Title IV - C Funds
Georgia State Department of Education.

Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
Telephone: (404) 352-2697

EC133251

Expanded Outline

Ginny Eckert
Workshop #8

I. The teacher will learn techniques for managing classroom interactions.

   A. The teacher will be made aware of, and will use techniques for providing feedback to learners about their behaviors.

      1. The teacher will provide non-verbal feedback (smiles, frowns, nods, moves closer to student, etc.) for acceptable or unacceptable behavior.

         a. The task will be to view the last 7 minutes of the Stretch videotape on Classroom Management, especially noting non-verbal reinforcement, ignoring, and signaling as non-verbal feedback techniques which can be used effectively in the classroom.

         b. The task will be to participate in a simulation which will require that the teacher provide non-verbal feedback, (smiles, nods, frowns, and moving closer to student) in a simulated situation. *

      2. The teacher will provide verbal feedback for acceptable or unacceptable behavior.

         a. The task will be to view the last 7 minutes of the Stretch videotape on Classroom Management especially noting verbal reinforcement, focusing, referencing, and signaling as verbal feedback techniques which can be used effectively in the classroom.

         b. The task will be to participate in a simulation which will require that the teacher provide verbal feedback for acceptable and unacceptable behaviors in a simulated situation. *

         c. The task will be to view overhead transparencies on reinforcement and punishment, and discuss the use of verbal feedback techniques as social reinforcers and punishers.

         d. The task will be to complete the compulsory homework assignment, Activity 8, on pages 41 and 42 of the Stretch handbook on Classroom Management. This activity will encourage the teacher to consider the use of appropriate verbal feedback techniques in specific situations of acceptable and unacceptable behaviors in the classroom.

* These simulations will be an adaptation of the "Man-Strat Game" from the Stretch Module Number 5.

3. The teacher will make expectations about behavior clear to learners.

   a. The task will be to view the last 7 minutes of the Stretch videotape on Classroom Management, especially noting referencing as an appropriate technique for making expectations about behavior clear to learners.

   b. The task will be to participate in a simulation which will require that the teacher make expectations about behavior clear to learners in a simulated situation. *

   c. The task will be to view overhead transparencies and discuss the development of positively stated rules.

   d. The task will be to complete the compulsory homework assignment, Activity 8, on pages 41 and 42 of the Stretch handbook on Classroom Management. This activity will encourage the teacher to consider the use of referencing and positively stated rules as appropriate techniques for making expectations about behavior clear to learners.

   e. The task may be to complete homework assignment Number 3, "Make up a list of 3 or 4 positively stated rules which you may post and reinforce in your classroom". (If the teacher chooses this assignment.)

4. The teacher will use language free of derogatory references when talking to learners about their behavior.

   a. The task will be to view the last 7 minutes of the Stretch videotape on Classroom Management, especially noting reinforcement, focusing and humor as appropriate techniques for talking to learners about their behavior.

   b. The task will be to participate in a simulation which will require that the teacher use language free of derogatory references when talking to learners about their behavior in a simulated situation. *

   c. The task will be to view overhead transparencies and discuss "The Criticism Trap", and the use of positive reinforcement when talking to learners about their behavior.

B. The teacher will be made aware of, and will use techniques for promoting comfortable interpersonal relationships.

1. The teacher will speak politely with learners.

   a. The task will be to view the last 5 minutes of the Stretch videotape on Classroom Management, especially observing focusing, and positive verbal reinforcement as techniques which encourage the teacher to speak politely with learners.

b. The task will be to participate in a simulation which will require that the teacher speak politely with learners in a simulated situation. *

c. The task will be to view overhead transparencies and discuss the use of "acceptable versus unacceptable" verbal reinforcers and punishers in the classroom.

2. The teacher will encourage courteous interchanges among learners.

a. The task will be to view the Stretch videotape on Classroom Management especially observing referencing as a technique which may be used to encourage courteous interchanges among learners.

b. The task will be to participate in a simulation which will require that the teacher encourage courteous interchanges among learners in a simulated situation. *

c. The task will be to view overhead transparencies and discuss the use of positively stated rules in the classroom.

d. The task may be to choose homework assignment Number 3, "Make up a list of 3 or 4 positively stated rules which you may post and reinforce in your classroom". (If the teacher chooses this assignment and makes up one or more rules for her class.)

3. The teacher will use a pleasant tone of voice.

a. The task will be to participate in a simulation which will require that the teacher use a pleasant tone of voice in a simulated situation. *

b. The task will be to view overhead transparencies the use of "body language" when punishing and reinforcing.

4. The teacher will be fair and impartial when dealing with learners.

a. The task will be to participate in a simulation which will require that the teacher be fair and impartial when dealing with learners in a simulated situation. *

b. The task will be to view overhead transparencies and discuss the use of consistency and fairness when punishing, reinforcing, and developing classroom rules.

C. The teacher will be made aware of and will use techniques for managing disruptive behavior among learners.

1. The teacher will overlook inconsequential disruptions of a minor nature.

a. The task will be to view the Stretch videotapes on Classroom Management, (the last 7 minutes), and Behavior Modifications, especially noting ignoring and modeling as appropriate techniques for overlooking inconsequential disruptions of a minor nature.

b. The task will be to view overhead transparencies and discuss the use of ignoring and modeling in the classroom.

c. The task will be to complete the compulsory homework assignment, Activity 8, on pages 41 and 42 of the Stretch handbook on Classroom Management. This activity will encourage the teacher to consider the use of ignoring and modeling techniques in specific classroom situations.

2. The teacher will attend to major disruptions quickly and firmly.

   a. The task will be to view the last 7 minutes of the Stretch videotape on Classroom Management and the Stretch Behavior Modification videotape, especially noting the techniques of commanding and signaling, and the use of consistency firmness when disciplining students.

   b. The task will be to view overhead transparencies and discuss the use of appropriate punishment techniques.

   c. The task will be to complete the compulsory homework assignment, Activity 8, on pages 41 and 42 of the Stretch handbook on Classroom Management. This activity will encourage the teacher to consider the use of appropriate punishment techniques, (punish immediately after the behavior has occurred, and attend to the behavior, not the child personally).

3. The teacher makes the consequences of causing disruptions equal to the severity of the disruptions.

   a. The task will be to view the Stretch videotape on Behavior Modification, noting all techniques related to punishment.

   b. The task will be to view overhead transparencies and discuss the use of individualized punishment techniques.

   c. The task will be to complete the compulsory homework assignment, Activity 8, on pages 41 and 42 of the Stretch on Classroom Management. This activity will require that the teacher consider making consequences of causing disruptions equal to the severity of the disruptions.

4. The teacher makes rule violations carry consequences appropriate for learners.

   a. The task will be to view the Stretch videotape on Behavior Modification, noting all techniques on punishment.

b. The task will be to view overhead transparencies and discuss the use of reinforcement and punishment techniques in the classroom.

c. The task may be to choose homework assignment Number 1, "Complete Activity 10 on page 56 of the Stretch handbook on Behavior Modification. This activity will encourage the teacher to consider appropriate reinforcers and consequences for specific behaviors.

d. The task will be to complete the compulsory homework assignment, Activity 8 on pages 41 and 42 of the Stretch handbook on Classroom Management. This activity will encourage the teacher to consider appropriate and fair consequences for specific behaviors.

D. The teacher will be made aware of, and will use techniques for maintaining appropriate classroom behavior.

1. The teacher will use techniques (e.g. social approval, contingent activities, punishment, etc.) to maintain appropriate behavior.

   a. The task will be to view the Stretch videotape on Behavior Modification, noting all techniques discussed in the film.

   b. The task will be to view overhead transparencies and discuss the use of appropriate reinforcement and punishment techniques in the classroom.

   c. The task will be to complete the compulsory homework assignment, Activity 8, on pages 41 and 42 of the Stretch handbook on Classroom Management. This assignment will encourage the teacher to consider using techniques such as social approval, contingent activities, punishment, etc. to maintain appropriate behavior.

2. The teacher will deal with learners who have caused disruptions, rather than with the entire class.

   a. The task will be to view the Stretch videotape on Behavior Modification, noting techniques of individualizing punishments and reinforcements.

   b. The task will be to view overhead transparencies and discuss the use of individualized rewards and punishments in the classroom.

   c. The task will be to complete the compulsory homework assignment, Activity 8, on pages 41 and 42 of the Stretch handbook on Classroom Management. This activity will require that the teacher consider specific techniques for dealing with learners who have caused disruptions rather than with the entire class.

d. The task may be to choose homework assignment Number 4, "Make up and institute a contract for a child in your class". This assignment would require the teacher to consider the use of contracting as a technique for dealing with learners who have caused disruptions rather than with the entire class. (If the teacher chooses this assignment.)

3. The teacher will reinforce appropriate behavior.

   a. The task will be to view the Stretch videotape on Behavior Modification noting the use of individualized reinforcements, contracting and modeling.

   b. The task will be to view overhead transparencies and discuss the principles of reinforcement.

   c. The task may be to choose homework assignment Number 1, Activity 10 on page 56 of the Stretch workbook on Behavior Modification. This assignment will require the teacher to consider reinforcement techniques for appropriate behaviors. (If the teacher chooses this assignment.)

4. The teacher will maintain a classroom that maximizes the possibilities for learning.

   a. The task will be to view the Stretch videotape on Behavior Modification noting all techniques discussed in the film.

   b. The task will be to view overhead transparencies and discuss the use of shaping, modeling, using rules, direct and indirect reinforcement systems, and the Premack Principle, as well as appropriate punishment techniques.

   c. The task will be to complete any of the homework assignments, as all of these assignments encourage the use of reinforcement techniques which maximize the possibilities for learning.

II. The teacher will learn techniques for reinforcing and encouraging efforts of learners.

A. The teacher will be made aware of, and will use techniques for effectively reinforcing responses in learners.

1. The teacher reinforces students' behavior.

   a. The task will be to view the Stretch videotape on Behavior Modification noting the techniques of rules, praise, and modeling.

   b. The task will be to view overhead transparencies and discuss the principles of reinforcement.

   c. The task will be to view and discuss a selected vignette from the VTR library which demonstrates reinforcement of a students' behavior.

2. The teacher will reinforce students' behavior appropriately.

    a. The task will be to view the Stretch videotape on Behavior Modification noting the individualization of reinforcement techniques, rules, praise, contracting, and token economies.

    b. The task will be to view overhead transparencies and discuss the principles of appropriate reinforcement, (such as schedules of reinforcement and individualization of reinforcers).

    c. The task will be to view and discuss a selected vignette from the VTR library which demonstrates appropriate reinforcement of a students' behavior.

3. The teacher will reinforce students' behavior appropriately and consistantly.

    a. The task will be to view the Stretch videotape on Behavior Modification especially noting the individualization of reinforcement techniques, rules, praise, contracting, tokens, and schedules of reinforcement.

    b. The task will be to view overhead transparencies and discuss the principles of appropriate and consistent reinforcement, (such as the use of reward questionnaires and individualization of reinforcers).

    c. The task will be to view and discuss a selected vignette from the VTR library which demonstrates appropriate and consistent reinforcement of a student's behavior.

B. The teacher will be made aware of, and will use techniques for using positive reinforcement to modify student behavior.

1. The teacher will identify those teaching behaviors which control discipline by admonishing the individual or group creating discipline problems rather than addressing the behavior. The teacher will note the use of criticism and sarcasm, especially statements which imply that the student should have known better and how displeased she is with him/her.

    a. The task will be to view the Stretch videotape on Behavior Modification noting all techniques discussed in the film.

    b. The task will be to view overhead transparencies and discuss "The Criticism Trap" as well as appropriate reinforcement and punishment principles.

2. The teacher will identify those teaching behaviors which are more positive than negative when dealing with pupils. The teacher will note small negative incidents which are better ignored than attended to.

a. The task will be to view the Stretch videotape on Behavior Modification noting the techniques of rules, praise, and ignore.

b. The task will be to view overhead transparencies and discuss modeling and ignoring.

c. The task will be to view and discuss a selected vignette from the VTR library which demonstrates effective positive reinforcement.

3. The teacher will express verbally, her approval of good behavior to a group so that others are aware of the correct behavior. The teacher's actions reinforce student (s) whose behavior is in the right direction. The teacher attends to good behavior and ignores the bad.

   a. The task will be to view the Stretch videotape on Behavior Modification especially noting the use of social praise and social reinforcers as well as all other techniques discussed in the film.

   b. The task will be to view overhead transparencies and discuss reinforcement of positive behaviors, modeling, shaping, and ignoring minor negative behaviors.

   c. The task will be to view and discuss a selected vignette from the VTR library which demonstrates effective positive reinforcement techniques.

C. The teacher will be made aware of, and will use techniques for guiding the work session in a meaningful and purposeful manner.

1. The teacher will acknowledge students needing assistance with their problems.

   a. The task will be to view and discuss a selected vignette from the VTR library which demonstrates acknowledgement of student's needing assistance with their problems.

2. The teacher will offer assistance when needed.

   a. The task will be to view and discuss a selected vignette from the VTR library which demonstrates offering assistance when needed.

3. The teacher will anticipate the difficulty some students have in keeping up and will offer assistance when, and if needed.

   a. The task will be to view and discuss a selected vignette from the VTR library which demonstrates anticipation of the difficulty some students have in keeping up, and offering assistance when, and if needed.

D. The teacher will be made aware of, and will use techniques for checking the progress of students while the students are working.

1. The teacher moves about the room to check progress of students.

   a. The task will be to view and discuss a selected vignette from the VTR library which demonstrates moving about the room to check the progress of students.

2. The teacher moves about the room on a regular basis to check progress of students.

   a. The task will be to view and discuss a selected vignette from the VTR library which demonstrates moving about the room on a regular basis to check the progress of students.

3. The teacher contacts students regularly and systematically. The teacher checks in on each pupil's progress periodically and makes an attempt to know where each student is in his work at all times.

   a. The task will be to view and discuss a selected vignette from the VTR library which demonstrates contacting students on a regular and systematic basis, checking in on each pupil's progress periodically, and making an attempt to know where each student is in his work at all times.

   b. The task will be to view overhead transparencies and discuss contracting as a technique which may be used to monitor students' progress.

Workshop #8

(2/28/79)
Virginia A. Eckert
Laura Wiener

Approximate Time	Activity	Materials Needed
20 min.	Introduction: I. The instructors will introduce themselves. II. The instructors will go over the course outline of objectives with the teachers. III. The instructors will highlight the main "theme" and activities of this course. ·Workshop 8 will be "Effective Tools for Behavior Management and Reinforcement". During this class the teachers will: A. View and discuss STRETCH Videotapes. B. View and discuss overhead transparencies. C. Engage in a simulation game. D. Discuss homework assignments which will be completed, to be handed in, and discussed during workshop 9. ·Workshop 9 will be "Affective Management in the Classroom", dealing specifically with helping learners develop positive concepts of themselves within the classroom setting.	34 Skeleton Outlines
	IV. The instructors will inform the class as to how to use the "Task Chart" in order to cross-reference tasks done in class with the descriptors on the skeleton outline. V. If there are no further questions from the teachers, the class will move on to the next activity.	Task Chart for Workshop 8
10 min.	View Videotape The instructors will show the videotape on classroom management. When this segment is complete, the class will go on to the next activity.	First segment of STRETCH Videotape (taken from STRETCH Module on Classroom Management; Module #5)
10 min.	Discussion The instructors will give the class a handout, relating the terminology used in the STRETCH videotape segment to the appropriate descriptors. When there is no furhter discussion, the class will move on to the next activity.	Handout #1 (Classroom Management Terminology)

Approximate Time	Activity	Materials Needed
25 min.	View Videotape The instructors will show the videotape on Behavior Modification. When the videotape is over the class will move on to the next activity	STRETCH Videotape; STRETCH Module on Behavior Modification; Module #16
10 min.	Discussion The instructors will give the class the Behavior Modification STRETCH Workbooks. In review of techniques mentioned in the videotape, the instructor will briefly highlight sections of the workbook which relate to the specific behavior modification techniques which were mentioned in the tape. The sections which will be discussed are:	Behavior Modification: STRETCH Workbooks Behavior Modification Workbook
	1. Increasing A Behavior	pp. 15-18
	2. Teaching New Behaviors	pp. 23-33
	3. Maintaining Behaviors	pp. 37-39
	4. Reducing Behaviors	pp. 45-48
	5. How to Change Behavior	pp. 53-55
	As these techniques will be further explained, and related to the teacher competencies, in the activity which follows, the instructor will, for the most part, be using this discussion activity to introduce the teachers to these techniques, and inform them of this valuable reference which they may refer back to when needed. When there is no further discussion or questions from the teachers, the class will move on to the next activity.	
45 min.	Overhead Transparencies The instructor will show overhead transparencies on behavior management techniques and discuss how each technique relates to the teacher competency descriptors. The instructor will move on from one transparency to the next when there are no further questions from the teachers.	
	I. The instructor will show overhead transparencies on punishment. The first 5 transparencies will introduce the teachers to the concept of punishment as we use it in our society.	Overhead Transparencies P 1,2,3,4,5
	The next transparencies will be discussed as they relate to: ...is fair and impartial when dealing with learners ...deals with learners who have caused disruptions, rather than with the entire class.	P 6
	The next two transparencies will be discussed as they relate to:	P 7,8

Approximate Time	Activity	Materials Needed
	...providing verbal feedback for unacceptable behavior.	
	The next two transparencies will be discussed as they relate to: ...providing verbal and non-verbal feedback for unacceptable behaviors. ...using a pleasant tone of voice. ...speaking politely with learners.	P 9,10
	The next transparency will be discussed as it relates to: ...attends to major disruptions quickly and firmly.	P 11
	The next four transparencies will be discussed as they relate to: ...make the consequences of causing disruptions equal the severity of the disruptions. ...make rule violations carry consequences appropriate to learners. ...overlook inconsequential disruptions of a minor nature. ...use techniques (e.g. contingent activities, punishment, etc.) ...note small negative incidents which are better ignored than attended to. ...attends to good behavior and ignores the bad.	Overhead Transparencies P 12,13,14,15
	II. The instructor will show overhead transparencies on reinforcement. The first transparency will introduce the teachers to the concept of reinforcement.	Overhead Transparencies R 1
	The next two transparencies will be discussed as they relate to: ...identifies these teaching behaviors which are more positive than negative when dealing with pupils. ...expresses verbally her approval of good behavior to a group of students so that others are aware of the correct behavior. The teacher's actions reinforce students whose behavior is in the right direction. The teacher attends to good behavior and ignores the bad.	R 2,3,4,
	The next three transparencies will be discussed as they relate to: ...providing verbal and non-verbal feedback for acceptable behavior. ...encouraging the expression of emotions; the teacher will display constructive reactions (overt, verbal, non-verbal) to students feelings and needs.	Overhead Transparencies R 6,7,8, (Workshop 9:
	The last three overheads will be discussed as they relate to:	R 11,12,13

Approximate Time	Activity	Materials Needed
	...discuss and identify ways to seek information about the interest or opinions of learners. ...identify instructional techniques that encourage the participation of all learners.	
	All of the transparencies on reinforcement should be discussed and related to these descriptors: ...reinforces students' behavior. ...reinforces students' behavior appropriately and consistently. ...uses techniques (e.g. contingent activities, punishment, etc.)	R 1-13
	III. The instructors will show overhead transparencies on classroom rules. These transparencies will be discussed as they relate to: ...makes expectations about behavior clear to learners. ...encourages courteous interchanges among learners. ...reinforces appropriate behavior. ...maintains a classroom that maximizes the possibilities for learning. ...makes rule violations carry consequences appropriate for learners.	Overhead Transparencies C.R 1-5
	IV. The instructor will show overhead transparencies on contracting. These transparencies will be discussed as they relate to: ...identify techniques utilized in scheduling assignments so that learners are able to master one task before going on to the next. ...identify techniques utilized when assiging tasks suited to the activity of the learners or allowing additional time for learners to complete assignments. ...reinforces student's behavior appropriately and with consistency. ...acknowledges student's individual needs. ...contacts students regularly and systematically. The teacher checks in on each pupil's progress periodically and makes an attempt to know where student is in his work at all times. ...makes expectations about behavior clear to learners. ...makes rule violations carry consequences appropriate for learners. ...maintains a classroom that maximizes the possibilities for learning. ...uses techniques (e.g. social approval, contingent activities, punishment, etc.) When all of these overheads have been shown, and there is no further discussion the class will move on to the next activity.	Overheads Transparencies C 1-6

Approximate Time	Activity	Materials Needed
	V. The instructor will show an overhead transparency on the "Criticism Traps" and discuss the following descriptors as they relate to this transparency: ...uses language free of derogatory references when talking to learners about their behavior. ...identifies behaviors which show no concern for students' needs or feelings, thus rejecting an expression of emotions through criticism, ignoring or refusing to talk about feelings while eliciting a nervous or uncomfortable feeling on the part of her students. ...identifies those teaching behaviors which control discipline by admonishing the individual or group creating discipline problems rather than addressing the behavior. ...deals with learners who have caused disruptions rather than with the entire class.	C.T. 1.
10 min.	Break At the end of the break time, the class will move on to the next activity.	
25 min.	Simulation Activity The instructor will divide the class into two groups. These groups will move to opposite sides of the room. When they have completed this move, each group will then be divided again into two separate groups. After this division, each of the four groups will be handed a packet - an A and B packet for each side of the room. The groups will then be instructed to choose one person to open their packet, distribute the materials, and read the instructions for the simulation activity to the group. When there are no further questions about the activity, the groups will begin to plan their role play situation. At the end of the planning session the groups will begin to role play-Groups A playing first - while groups B do their observation of management strategies observed, and discuss their observations. When there is no further discussion, the groups will go on to the next simulated activity.	2-"A" Man-Strat Packets 2-"B" Man-Strat Packets
	Groups B on each side of the room will role play their situation, while Groups A observe management strategies used during the simulation. At the end of the simulation, Groups A will tally the management strategies observed, and discuss their observations. When there is no further discussion, the groups will move back together again as one large class, and go on to the next activity.	

Approximate Time	Activity	Materials Needed
5 min.	Discussion of Homework Assignments The instructors will pass out handouts and workbooks, and explain the homework assignments to the teachers. When there are no further questions, the class will be dismissed.	34 Handouts on Homework Assignments 34 STRETCH Workbooks Classroom Management

TALLY SHEET: The Man-Strat Game

STRATEGY	#TIMES OBSERVED	TOTAL
Tchr. provides non-verbal feedback.		
Tchr. provides verbal feedback.		
Tchr. makes expectations about behavior clear to learners.		
Tchr. uses language free of derogatory references when talking to learners about their behavior.		
Tchr. speaks politely with learners.		
Tchr. encourages courteous interchanges among learners.		
Tchr. uses pleasant tone of voice.		
Tchr. is fair and impartial with learners.		

Man Strat Simulation

Need: 4 Instructions for Simulation: Please read aloud to your group.

1. Pass out a role to each person in your group.
2. The person who receives the role marked "Teacher" will read the situation to the group, and then will refer to the "Tally Sheet " to make note of the management srategies which should be used during the simulation.
3. The group will then proceed to act out the situation, according to their designated roles, for 5 to 10 minutes.
4. The "Teacher will try to use as many of the strategies listed on the "Tally Sheet" as she possibly can, while your partner group observes the simulation and marks their "Tally Sheets." Cut

---

Need: 2 Teacher: Situation"A"

You are conducting a math class. You are reviewing the times tables up to 5 on the board. It is close to lunchtime and the children are getting tired and hungry - they are bored with this repitious task ...... Cut

---

Need: 2 Teacher: Situation "B"

The children have just come in from afternoon recess. It is Friday afternoon - just before the Spring holiday, The class is restlessand excited, but you have to finish a social studies unit before they go home .... Cut

---

4 Student - Class Clown; like to mimic the teacher to get peer's attention. Cut

---

4 Student - Acting out, verbally agressive. Be sure to say something mean or insulting to another student. Cut

---

4 Student - Wiggle-Worm - "hyper" - act fidgety; tap pencil, foot, etc. Cut

---

4 Student - Withdrawn; tuned out, not on task. Cut

---

4 Student - Academically slow. Be sure to tell teacher you don't understand, but try to catch on afterwards. Cut

---

4 Student- Normal, average child. Cut

---

4 Student - Normal, average child. Cut

---

4 Student - Normal, average child. Cut

Need: 4 Student - Normal, average child.

Homework Assignments for Workshops 8 and 9

All assignments will be completed before returning to class on March 7, 1979. There will be a brief discussion of these assignments at the end of the class on this date.

Two assignments will be completed by each class member; one will be a compulsory assignment, the other will be a choice which best suits the individual teacher's needs.

Compulsory Assignment

Read and complete Activity 8 on pp. 41 and 42 of the Stretch handbook on Classroom Management. Use any techniques or strategies discussed in our first class meeting to complete this activity.

Choose One of These Assignments

1. Complete Activity 10 on page 56 of the Stretch handbook on Behavoir Modification. Do this activity on your own rather than in groups, (as is specified in the workbook directions). Also, add a Case 3 of your own which suits your classroom situation.
2. Complete a reward questionnaire with your students. You may refer to the example on page 17 of the Stretch handbook on Behavior Modification or you may choose one from your class notes which best suits your needs.
3. Make up a list of 3 or 4 positively stated rules which you may post and reinforce in your classroom. Bring this list to the next class. It should be clearly and colorfully written on poster board. Be prepared to discuss why you chose these as target behavoirs for your class and how you are reinforcing them.
4. Make up and institute a contract with a student in your class. You may refer to your class notes or to pages 28 and 29 of the Stretch handbook on Behavior Modification to assist you with this assignment.

Activity 8

Individual Activity

PLANNING AHEAD

Fill in the column at right with specific strategies you might use for the student described in the column on the left. You may use strategies mentioned in this module or from any other source. Just be sure they are strategies you might really use.

If I have a student who tends to . . .	I will
Look for trouble. Want his own way. Be on the defensive. Blame others. Fight, hit, and pick on other children. Bully. Be quarrelsome. Disrupt class and the routine procedures. Steal and lie. Destroy property. Be resentful, defiant, rude, sullen or insolent.	
Take things from other children or from the teacher. Steal even though he doesn't need the stolen article. Lie when he is caught. Cheat on tests. Lack respect for property. Put his name on paper others have finished. Hide things in his desk which he has taken.	

Activity 8, continued

If I have a student who tends to . . .	I will
Have a short attention span; be easily distracted. Not be able to generalize. Have a physical handicap. Have an emotional problem. Feel insecure. Achieve below class level. Have a low intelligence quotient. Seldom volunteer in class. Never finish an assignment.	
Talk in a very soft voice. Sit quietly most of the time. Have a difficulty in carrying on a conversation. Withdraw and hang back. Seldom do anything to get into trouble. Have few friends. Avoid contact with people. Have difficulty making decisions. Perspire profusely. Be fearful of adults. Never stand up for himself or his ideas. Keep in background - sit in back of room. Hang his head or lower his eyes. Tire without apparent reason.	
Be impolite or insolent. Talk back. Pay no attention or follow directions. Be the "I dare you type". Be unhappy, worried, hungry. Want his own way. Rebel against all authority.	

Homework Assignment # 2 - example of
student's work.

1. The thing I like best about schobl is - the girls
2. The best thing the teacher can say to me is
good work
3. my fowrite game is - Hockey
4. my favorite candy is - ZERO
5. In my free time Id like to - talk
6. I'm happy when the techer - is throw giving
me work
7. The most interesting place in lawrenceville is
Buger king
8. The school period I like best is 6TH
9. The beet thing that could happen to me in
school is - meeting women
10. If I could do anything in school that I wanted
I would
11. The most fun that I have in school is

WORKSHOP # 8

Participant's Comments

HOW USEFUL WAS THE INFORMATION?

Very...Can behavior management ever not be useful?

It was tremendously useful. Behavior modification & classroom management are so in depth and complicated, it is necessary to review it often to be able to use it effectively.

WHAT WAS THE BEST IDEA IN THE WORKSHOP?

3 things: 1)Blatant punishment works...only if you catch the student every time. 2) children want sincerity, whether in reward or punishment. 3) the books are proving relevant and interesting.

Total involvement--refreshing the mind in a positive manner.

Reward questionnaire, point system, contracts, graph of kid's progress.

Gear in to only a few behaviors.

Module #9

Laura Weiner

V. The teacher will learn techniques for helping learners develop positive concepts of themselves.

  A. The teacher will become aware of the amount of student-teacher contact utilized in the areas of language, body contact and body language.

    1. The teacher will identify those behaviors which convey to a student an air of "coldness," lack of affection or warm feelings, and discourages freedom of expression.

      a. The task will be an adapted simulation game, peer observation and discussion.

    2. The teacher will identify nodding as a communication of approval, rarely if ever using physical contact, thus being "distant" with students.

      a. The task will be an adapted simulation game, peer observation and discussion.

    3. The teacher will identify those behaviors when responding to students which express a controlled, "polite" manner, displaying physical contact only when students have responded in a way that meets with her approval.

      a. The task will be an adapted simulation game, peer observation and discussion.

    4. The teacher will identify the behaviors while interacting with students which express a "friendly" manner, incorporating eye contact, smiling and a spontaneous positive manner in response to student questions.

      a. The task will be an adapted simulation game, peer observation and discussion.

    5. The teacher will identify those behaviors which express "warmth" by seeking eye contact with students, talking informally, using affectionate words, smiling, having a pleasant look and using physical contact.

      a. The task will be an adapted simulation game, peer observation and discussion.

  B. The teacher will become aware of her reactions to student's emotions, while exploring the amount of acceptance she expresses for individuals as well as groups, and the degree to which she can communicate her feelings of empathy and understanding to the students.

    1. The teacher will identify behaviors which show no concern for students' needs or feelings, thus rejecting an expression of emotions through criticism, ignoring or refusing to talk about feelings while eliciting a nervous or uncomfortable feeling on the part of her students.

    a. The task will be to view and discuss a selected vignette from the VTR library.

    b. The task will be to view an overhead transparency and discuss the "Criticism Trap."

2. The teacher will identify those behaviors which supress an expression of emotions: showing a dislike for students displaying their emotions; only making allowances for student differences and emotions in emergency situations; and not discussing personal problems in the classroom.

    a. The task will be to view and discuss a selected vignette from the VTR library.

3. The teacher will identify those behaviors which Tolerate an Expression of Emotions but without student involvement while showing a concern for students' emotions and behavior only when she wants to change a behavior.

    a. The task will be to view and discuss a selected vignette from the VTR library.

4. The teacher will identify those behaviors which allow for the acceptance of emotional concerns and individuality among students, thus reacting positively toward their expression of emotions.

    a. The task will be to view and discuss a selected vignette from the VTR library.

5. The teacher will identify those behaviors which encourage the expression of emotions: displaying constructive reactions (overt, verbal, non-verbal) to students feelings and attitudes; an awareness of students emotional needs; taking time out to discuss or explore students feelings; providing learning experiences to help children gain and use acceptance; while adjusting his/her behavior to accommodate the students needs.

    a. The task will be to view and discuss a selected vignette from the VTR library.

C. The teacher will become aware of and utilize those behaviors which demonstrate warmth and friendliness.

    1. The teacher will discuss and identify ways to seek information about the interest or opinions of learners.

        a. The task will be to view overhead transparencies and discuss interest inventories.

        b. The task will be to view and discuss a selected vignette from the VTR library.

        c. The task will be to do as a homework assignment with a student from the teacher's class the reward questionnaire as described in STRETCH Module 16, Behavior Modification workbook on pages 17 and 18.

2. The teacher will smile at learners and laugh or joke with them.

    a. The task will be to view and discuss a selected vignette from the VTR library.

    b. The task will be to do the situation sheet on page 34, STRETCH Module 5, Classroom Management workbook.

3. The teacher will maintain close contact with learners by sitting or standing near them.

    a. The task will be to view and discuss a selected vignette from the VTR library.

4. The teacher will use the names of learners when addressing them.

    a. The task will be to view and discuss a selected vignette from the VTR library.

D. The teacher will become aware of and utilize those behaviors which demonstrate a sensitivity to the needs and feelings of learners.

1. The teacher will identify and utilize techniques for providing an opportunity for learners to express their needs or feelings.

    a. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34).

    b. The task will be to read the article "Specific Strategies for Managing Behavior" (STRETCH Module 5, Classroom Management workbook, pages 37-40) and complete the accompanying checklist.

    **c. The task will be to complete as a homework assignment the Planning Ahead activity in STRETCH Module 5, Classroom Management workbook, pages 41 and 42.

2. The teacher will identify and utilize techniques for listening to, or accepting ideas from learners.

    a. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34).

    **b. The task will be to complete as a homework assignment the Planning Ahead activity in STRETCH Module 5, Classroom Management workbook, pages 41 and 42.

3. The teacher will identify and utilize techniques for giving learners individual help or attention.

    a. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34.

    *b. The task will be to do as a homework assignment (Activity 10, page 56, STRETCH Module 16, Behavior Modification workbook) "Solve that Problem!" adding a case #3 made up from personal classroom experiences.

    **c. The task will be to complete as a homework assignment the Planning Ahead activity in STRETCH Module 5, Classroom Management workbook, pages 41 to 42.

4. The teacher will identify and utilize techniques for being courteous when dealing with learners.

    a. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34).

E. The teacher will identify and utilize techniques for demonstrating patience, empathy, and understanding.

1. The teacher will identify and practice techniques for providing learners with an opportunity to express personal or academic problems.

    a. The task will be to view and discuss a selected vignette from the VTR Library.

    b. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34) paying particular attention to the "Rule of Focusing" and the "Rule of Drawing Out."

2. The teacher will identify and utilize techniques for providing learners with an opportunity to explain such things as late work or rule violations before taking action.

    a. The task will be to view and discuss a selected vignette from the VTR library.

    b. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34) paying particular attention to the "Rule of Focusing" and the "Rule of Drawing Out."

3. The teacher will identify and utilize techniques for showing learners through words or actions that their comments or problems are understood.

    a. The task will be to view and discuss a selected vignette from the VTR library.

    b. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34) practicing the "Rule of Acceptance."

4. The teacher will identify and utilize techniques for avoiding sarcasm or ridicule when dealing with problems.

    a. The task will be to view and discuss a selected vignette from the VTR library.

b. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34).

c. The task will be to do the Situation Sheet in STRETCH Module 5, Classroom Management workbook, page 34.

F. The teacher will become aware of techniques to equally divide time and attention among students.

1. The teacher will identify those behaviors which exhibit different reactions to different students who exhibit like behavior, thus showing both negative and positive partiality.

    a. The task will be to view and discuss a selected vignette from the VTR library.

2. The teacher will identify those behaviors which tend to focus most of her time on children at opposite ends of the behavior scale (those exhibiting either mostly positive or negative behavior), thus giving little attention to most average students.

    a. The task will be to view and discuss a selected vignette from the VTR library.

3. The teacher will identify those behaviors which tend to overlook the average student, focusing too much attention on children with negative behavior or on children who excel, while only occasional attempts are made at redistributing attention.

    a. The task will be to view and discuss a selected vignette from the VTR library.

4. The teacher will identify those behaviors which treat the majority of students equally, occasionally overlooking some.

    a. The task will be to view and discuss a selected vignette from the VTR Library.

5. The teacher will identify those behaviors which attempt to treat students equally, thus trying to divide time and attention fairly among all students, and seeing each child as an individual and not showing any partiality.

    a. The task will be to view and discuss a selected vignette from the VTR library.

G. The teacher will become aware of those behaviors which provide learners with an opportunity for success.

1. The teacher will identify techniques utilized in scheduling assignments so that learners are able to master one task before going on to the next.

    a. The task will be to read and discuss a Behavioral Skills Laboratory (BSL) handout on using contracts with students and types of reinforcement.

2. The teacher will identify instructional techniques that encourage the participation of all learners.

    a. The task will be to view and discuss an overhead transparency on types of reinforcement (BSL #4).

    b. The task will be to read the article "Specific Strategies for Managing Behavior" (STRETCH Module 5, Classroom Management workbook, pages 37-40) and complete the accompanying checklist.

3. The teacher will identify techniques for providing help for learners by personally assisting them, using peer or parent tutors, and using alternative materials.

    a. The task will be to view and discuss two selected vignettes from the VTR library.

    *b. The task will be for homework to make up and institute a contract with a student as outlined in STRETCH Module 16, Behavior Modification workbook, pages 28-30.

    c. The task will be to read the article "Specific Strategies for Managing Behavior" (STRETCH Module 5, Classroom Management workbook, pages 37-40) and complete the accompanying checklist.

4. The teacher will identify techniques utilized when assigning tasks suited to the ability of the learners, or allowing additional time for learners to complete assignments.

    a. The task will be to view and discuss an overhead transparency on contracts (BSL #7).

    *b. The task will be to do as a homework assignment (Activity 10, page 56, STRETCH Module 16, Behavior Modification workbook) "Solve that Problem" adding a case #3 make up from personal classroom experiences.

    *c. The task will be for homework to make up and institute a contract with a student as outlined in STRETCH Module 16, Behavior Modification workbook, pages 28-30.

    d. The task will be to read the article "Specific Strategies for Managing Behavior" (STRETCH Module 5, Classroom Management workbook, pages 37-40) and complete the accompanying checklist.

*Homework assignment noted with a single asterisk is chosen based on the individual needs of the teacher. The teacher must choose one of the three assignemnts offered.

*The homework assignment noted with a double asterisk is to be completed by all teachers.

TASK CHART WORKSHOP #9

I. Simulation Activity - (Workshop #9 A.1., 2., 3., 4., 5.)

II. Videotape Vignettes

- segment one - (Workshop #9 B.1., 2.)
- segment two - (Workshop #9 B.3., 4.; C.3.)
- segment three - (Workshop #9 C.1., 2.; F. 2., Workshop #8 V.A. 1., 2., 3.)
- segment four - (Workshop #9 F. 1.; Workshop #8 V B. 3.)
- segment five - (Workshop #9 G.3.; Workshop #8 V.C. 2., 3., 4.)
- segment six - (Workshop #8 V B. 2., 3.)
- segment seven - (Workshop #9 E. 1., 2., 3., 4.)

III. Values Focus Game - (Workshop #9 D. 1., 2., 3., 4.; E. 1., 2., 3., 4.)

IV. Article: "Specific Strategies for Managing Behavior" - (Workshop #9 D. 1.; G. 2., 3., 4.)

V. Homework Discussion

Workshop #9

(3/7/79)

Laura D. Weiner, M.Ed.

Approximate Time	Activity	Materials Needed
5 min.	Introduction: The instructors will display the "Task Chart" outlining tasks for workshop #9, and the cross-referencing to the appropriate descriptors. When there are no further questions from the teachers, the class will move to the next activity.	Task Chart for workshop reproduced on large paper and displayed in front of class. 34 skeleton outline for workshop #9
5 min.	Simulation Activity: The instructor will divide the class into 4 groups. The groups will then go into separate corners of the room as pairs of groups (two groups on either side of the room). One set of partner groups will be named "The Incredible Hulks" and "The Superfriends." The other set of partner groups will be named "The Greasers" and "The Wonder Teachers." There will be eight members in both the Superfriends and Greasers, and nine members in the Incredible Hulks and the Wonder Teachers. Continue to next part of activity after the groups have moved to their corners.	
5 min.	To begin the activity all groups will be handed a packet labeled with their respective group names. These packets will contain a situation to be simulated for 5 minutes, roles to be played by each group member, name tags, and an observation sheet of observable behaviors. The instructor will direct each group to read the directions pasted to the outside of their packets. After each group has read their directions, go on to next part of activity.	Fo~~rm~~ur packets - each labeled with the 4 group names. Pasted to the outside of each packet will be Directions for Simulation. Each packet will include: simulation descriptions; role descriptions; name tags; and observation sheets (enough for each member of each group).

Approximate Time	Activity	Materials Needed
10 min.	. The "Wonder Teachers" and "The Incredible Hulks" will read their simulation, choose roles, and put on the appropriate accompanying name tags. The "Superfriends" will observe the "Incredible Hulks" and "Greasers" will observe the "Wonder Teachers." The "Superfriends" and the "Greasers" will mark the appropriate spaces on their observation sheets during their observation of their partner groups. This part of the activity will conclude at the end of the first 5 minute simulation.	
5 min.	. The observers will discuss with their partner groups their observations. Go on to the next part of this activity at the end of the discussion period.	
8 min.	. Reverse Roles: Follow directions as stated above, but reverse roles (observers enact simulation #2, role players become observers). This part of the activity will conclude at the end of the second simulation.	
7 min.	Discussion: The observers will discuss with their partner group, their observation. At the end of discussion, return to regular seating arrangement and go on to next activity.	
5 min.	VTR Vignettes: The instructor will explain to the teachers that they will be viewing videotape segments of real and enacted classroom situations. Teachers are to read introductory descriptors preceeding each segment and make notes of those teaching behaviors observed in each segment which support the descriptors. (For example: "teacher uses the names of learners when addressing them" is the descriptor. The teachers are to watch the vignette and make notes of behaviors in that segment which support the descriptor.) When there are no more questions the teachers will begin to view the videotapes and take notes for a discussion which will take place after viewing each segment, prior to the next set of descriptors.	1 videotape player and monitor
5 min.	. Segment 1 - The instructor will show the videotape; a discussion will follow. When there is no further discussion the class will move on to the next segment.	STRETCH videotape on Questioning Skills

Approximate Time	Activity	Materials Needed
5 min.	. Segment 2 - The instructor will show the videotape; a discussion will follow. When there is no further discussion the class will move on to the next segment.	Teacher #44
5 min.	. Segment 3 - The instructor will show the videotape; a discussion will follow. When there is no further discussion the class will move on to the next segment.	Teacher #8
5 min.	. Segment 4 - The instructor will show the videotape; a discussion will follow. When there is no further discussion the class will move on to the next segment.	Teacher #57
5 min.	. Segment 5 - The instructor will show the videotape; a discussion will follow. When there is no further discussion the class will move on to the next segment.	Teacher #34
5 min.	. Segment 6 - The instructor will show the videotape; a discussion will follow. When there is no further discussion the class will move on to the next segment.	Teacher #55
5 min.	. Segment 7 - The instructor will show the videotape; a discussion will follow. When there is no further discussion the class will move on to the next segment.	Teacher #44
5 min.	. Segment 8 - The instructor will show the videotape; a discussion will follow. When there is no further discussion the class will move on to the next activity.	
15 min.	Break Time: The instructor will now give the teachers a break period. Continue with next activity at end of breaktime.	
7 min.	Introduce Activity - Values Focus Game - The instructor will distribute worksheets for the Values Focus Game. After each teacher has received a worksheet, direct teachers to read the "Purpose" statement at top of page, and to complete the two stem sentences next to number one on worksheet. After each teacher has completed the above, have the class divide into groups of three. After the class is	34 copies of Values Focus Game

Approximate Time	Activity	Materials Needed
	divided into trios, go on the the next part of the activity.	
12 min.	Playing the Game - The instructor will now direct the teachers to read part three on their worksheets and to carefully read the three "Rules" described next to a. b. and c., on the lower half of the page. When there are no questions as to what was just read, instruct groups to decide who will be the first, second and third focus person. When the order as to who will be the focus person in each group is decided, begin playing game allowing two minute periods for each focus person. Begin timing for focus person #1. Continue timing for focus persons 2 and 3 in the same manner. After the third focus persons period is ended go on to discussion.	
7 min.	Discussion - The instructor will now direct each trio to engage in a discussion about their interaction during each focus persons time period. The discussion will center on each teachers view as to how the three rules were followed during their turn as focus person. At the end of the five minute discussion period, return to regular seating arrangement and go on to next activity.	
3 min.	Classroom Management Article - The instructor will ask teachers to open to page 37 of the Classroom Management workbook. It will be explained to the teachers that this activity is a culminating activity, exploring practical strategies to cope with daily classroom problems. Many of the strategies listed incorporate the teaching "tools" taught in workshops 8 and 9, and are, therefore, methods that can be utilized to improve ratings on final observations. At end of introduction go on to the next part of activity.	34 copies of workbook for STRETCH Module 5 - Classroom Management
10 min.	The instructor will direct teachers to read pages 37 to 40 and to fill in the blanks next to each strategy description, as described in the article on the bottom of page 37. Continue on to next part of activity when all teachers are through with above.	

Approximate Time	Activity	Materials Needed
10 min.	The class will divide up into four discussion groups, each teacher counting off 1, 2, 3, 4; the one's going to a group, the two's going to another, etc. When the four groups are formed, a discussion as to how each teacher responded to each strategy read will ensue. The discussion will begin by comparing responses to the first category as listed on the top of page 38, then the second category will be discussed, and continue until all four categories have been looked at. The activity will end when all four groups have finished disucssing their responses.	
26 min.	Homework Discussion - The teachers will remain in the four discussion groups. The instructor will request each teacher to bring their completed homework assignments to their respective groups. Begin with the first assignment listed on the homework handout distributed during workshop 8, each assignment will be discussed in the order listed. Teachers will be encouraged by the instructor to share their experiences when using the tools taught in workshops 8 and 9. The workshop will end when each homework assignment has been discussed by each group.	completed Homework Assignments

Directions for Simulation: The Incredible Hulks and The Wonder Teachers (to be pasted on outside of their packets).

1. Your group will be portraying your simulation first, as your partner groups observe you.

2. Distribute to each member a description of simulation #1, and read simulation.

3. There are nine roles in simulation #1, Have each member pick a role at random (if there are fewer than nine participants, make sure there is one person in your group portraying each of the following: cold, distant, polite, friendly, warm, a pal), and read roles.

4. After roles have been read, pick the enclosed name tag to describe your respective role (i. e., principal, Mrs. Smith, math teacher, etc.). Pin on name tags.

5. Leave observation sheets in packet since you will not need them till later.

6. You now have 5 minutes to portray your simulation. Begin.

7. At the end of your simulation a 5 minute discussion between partner groups, based on the observers perceptions, will begin.

8. At the end of discussion each member of your group is to take an observation sheet and assume the role of observer as your partner group begins their simulation. Read "Directions for Observers" on sheet.

9. At the conclusion of simulation #2, a five minute discussion between partner groups based on your perceptions as observers will begin.

Directions for Simulation: The Superfriends and The Greasers (to be posted on outside of their packets).

1. Your group will assume the role of observers first, as your partner group portrays their simulation.
2. Distribute to each member of your group an observation sheet. Read "Directions for Observers."
3. When your partner group is ready, begin marking your observation sheets in the manner described.
4. At the end of simulation #1, a five minute discussion between partner groups, based on the observers perceptions, will begin.
5. At the end of the five minute discussion period, your group is to ready itself for simulation #2. Distribute to each group member a description of simulation #2 and read simulation.
6. There are 8 roles in simulation #2. Have each group member pick a role at random (if there are fewer than 8 participants make sure there is one person in your group portraying each of the following: cold, distant, polite, friendly, warm, a pal), and read roles.
7. After roles have been read, pick the enclosed name tag to describe your respective role (i. e., teacher, parent, school counselor, etc.). Pin on name tags.
8. You now have five minutes to portray your simulation. Begin.
9. At the end of your simulation, a five minute discussion between partner groups, based on the observers perceptions, will begin.

Name Tags for Simulation #1 (to be enclosed in packets for the Incredible Hulks and the Wonder Teachers).

MR. SMITH
SCHOOL PRINCIPAL
MATH TEACHER
MRS. SMITH
SUSIE'S HOMEROOM TEACHER
CLASSROOM TEACHER
SCHOOL COUNSELOR
B. D. TEACHER
P. E. TEACHER

Name Tags for Simulation #2 (to be enclosed in packets for the Superfriends and the Greasers).

SIXTH GRADE TEACHER
EIGHTH GRADE TEACHER
PARENT
SCHOOL PRINCIPAL
SCHOOL COUNSELOR
SIXTH GRADE SUTDENT
SEVENTH GRADE STUDENT
EIGHTH GRADE STUDENT

Simulations for role playing activity in workshop #9.

Description of Simulation #1 (to be played by the Incredible Hulks and the Wonder Teachers).

Your group is composed of teachers, the parents of Susie Smith, the school counselor, and the school principal. The simulation occurs during the staffing of Susie Smith, who is currently in the fifth grade. It is approximately the beginning of the second half of the school year. The school feels strongly about Susie receiving help from the Behavior Disorders resource teacher to aid her in overcoming her extremely shy, withdrawn, introverted behavior. Mr. and Mrs. Smith strongly object to their daughter being labeled as different, and feel Susie will outgrow her shyness once she goes into the middle grades next year. They also feel she will outgrow her low grades.

9 Roles for Simulation #1 (to be played by the Incredible Hulks and the Wonder Teachers).

COLD	You are Mr. Smith, who is totally annoyed with the entire situation. You resent having to be away from your job to attend this meeting. You will display an air of "coldness," exhibiting a lack of expression or warm feelings - after all, this matter should be handled by Susie's mother, not her father.
DISTANT	You are a teacher who has been asked to attend this staffing. Although you are Susie's fifth grade homeroom teacher, you convey a "distant" air, only nodding as a communication of approval - rarely if ever using physical contact.
POLITE	You are Susie's mother, Mrs. Smith. You are unsure as to how to handle this problem without insulting the school professionals present. You are "polite" and controlled in displaying your negative feelings about placing Susie in the B. D. program.
FRIENDLY	You are the principal of the school. You are very "friendly" to all present, responding with eye contact, and smiling often. You are a very positive person and want to make everybody happy.
WARM; A PAL	You are the Behavior Disorders teacher. You are sure placement in your program is the right thing for Susie. You are a "warm" person, and try to take the role of being "a pal," smiling often, seeking body contact, and displaying a pleasant look on your face - even during the most trying of conversations.
COLD	You are Susie's math teacher, and have been asked to attend this staffing. You convey an air of "coldness." You feel that school is not the place to discuss Susies problems since the classroom is not the appropriate place to display an expression of emotions.
WARM; A PAL	You are the school counselor. You are sure a Behavior Disorders placement is appropriate for Susie and, therefore, are very supportive of the B.D. teacher. You are the "warm" person in the group trying to be "a pal" to all involved - smiling frequently, and seeking body contact often.
POLITE	You are a classroom teacher who has been asked to attend this staffing. You are "polite," responding in a controlled manner. You are concerned for Susie, but unsure as to what is best for her.

FRIENDLY	You are Susie's P.E. teacher. You are "friendly" and smile often, and give eye contact frequently. You are sure Susie needs help in overcoming her problems, and remain positive throughout the staffing.

Description of Simulation #2 (to be played by the Superfriends and the Greasers)

Your group is composed of two teachers, a parent, the school counselor, the school principal, and one sixth, seventh, and eighth grade student. You are attending a meeting between delegates from the student council, a concerned parent, and the school faculty advisors. The students feel strongly about having courses offered in human reproduction and birth control methods. The principal, one teacher, and the parent, feel these topics are totally inappropriate for discussion on the middle grade level. One of the teachers feels the topic is an appropriate one for this age group, as does the school counselor, as long as it is handled properly.

8 Roles for Simulation #2 (to be played by the Superfriends and the Greasers)

COLD	You are the sixth grade faculty advisor to the student council. You feel school is definitely not the place to discuss such matters. You are a "cold" person and do not feel the expression of feelings should be aired at school.
FRIENDLY	You are the eighth grade faculty advisor and feel that this is a subject to be dealt with in school. You are a "friendly" person who smiles and gives eye contact often. You respond to others spontaneously, and in a positive manner.
POLITE	You are a very concerned parent. Although you are "polite," you respond in a controlled manner when trying to express your strongly negative feelings about the issue at hand.
DISTANT	You are the school principal. You are a "distant" type of person, only nodding as a communication of approval. You feel the issue at hand is one that should not be dealt with in school.
WARM; A PAL	You are the school counselor. You feel if the issue is dealt with appropriately then there is no reason the courses should not be offered. You are a "warm" person, and try to be "a pal" with everyone, using affectionate words, body contact, and smiling often.
POLITE	You are the sixth grade student representative to the student council. You feel the course should be offered, but feel threatened by the people at the meeting. You are "polite" and respond in a controlled manner.
FRIENDLY	You are the seventh grade student representative to the student council. You feel the courses should be offered. You are "friendly" and respond in a positive manner, smiling frequently, and giving eye contact.
WARM; A PAL	You are the eighth grade student representative to the student council. You feel these courses should be offered. You consider yourself more of an adult than a child and respond in a "warm" manner, smiling often and using body contact.

OBSERVATION SHEET

Directions for Observers:

As you observe the simulation being portrayed, fill in the name (copy from name tags worn by role player) of the person you feel is portraying each role as listed in the "role" column on the blank beneath each descriptor. Since more than one person may be playing each of the roles listed below, there are two spaces provided beneath each role descriptor. List those observable behaviors that led you to conclude who was playing each role in the space marked "observable behaviors" (i.e., frowned a lot, smiled often, did not talk, etc.).

ROLE DESCRIPTOR	OBSERVABLE BEHAVIORS
COLD ________________ ________________	
DISTANT ________________ ________________	
POLITE ________________ ________________	
FRIENDLY ________________ ________________	
WARM; A PAL ________________ ________________	

VALUES FOCUS GAME

PURPOSE:

The search for a good teacher-student relationship is facilitated when there is a supportive and accepting environment. To encourage this kind of climate in the classroom, both the teacher and students learn to respect each other's right to hold different convictions. A classroom environment which provides the teacher with an opportunity to give students individual help or attention in order to participate in a courteous interaction with students, free of any sarcasm or ridicule, will undoubtedly improve and enhance the teacher-student relationship. The first objective of this activity is to help the teacher to practice and develop skills which demonstrate sensitivity, patience, empathy and an understanding of the needs of students. The second objective is to help understand more effectively another person's point of view, rather than to attempt to change the person's mind through attack or debate.

PROCEDURE:

1. Please complete in wirting the following stem sentences.

   a. I feel best when I am with a group that ______________________

   ____.

   b. I feel worse when I am with a group that ______________________

   ____.

2. After you have finished the sentences, divide into groups of three.

3. Each member of your trio is to have the focus—the full attention of the other two group members—for a period of two minutes. During this period, the focus person should talk about his responses. The trio's interaction is to be governed by the following rules:

   a. The Rule of Focusing - Each group member gets to be the focus member for a period of two minutes. Questions may be asked of the focus person if the questions will not shift the focus to another group member. The others should maintain eye contact with the focus person at a comfortable level.

   b. The Rule of Acceptance - Be warm, supportive, and accepting of the focus person. Nods, smiles, and expressions of understanding when sincerely given help communicate acceptance. Do not express disagreement or negative feelings during the discussion part of the game.

   c. The Rule of Drawing Out - Attempt to understand the focus of a person's position, feelings, and beliefs. Ask questions which will help to clarify the reasons for the focus of the person's feelings. Make sure that your questions do not shift the focus to yourself, or reveal negative feelings which you may have about the focus of the person or about what he is saying.

Descriptors for Videotape Vignettes

Segment One

The teacher rejects and suppresses an expression of emotions.

Segment Two

a. The teacher tolerates, accepts, and encourages an expression of emotions.
b. The teacher maintains close contact with learners.
c. The teacher provides learners an opportunity to express personal or academic problems.
d. The teacher shows learners that their comments or problems are understood, avoiding sarcasm or ridicule.

Segment Three

a. The teacher:
   - seeks information about the interest or opinions of learners;
   - smiles at learners, laughing or joking with them;
   - uses the names of learners when addressing them.

b. The teacher tries to treat students equally, not showing partiality.
c. The teacher reinforces students behavior appropriately, and consistently.

Segment Four

The teacher treats the majority of students equally, occasionally overlooking some.

Segment Five

a. The teacher anticipates difficulty student has in keeping up, offering assistance when needed.
b. The teacher acknowledges students needing assistance with their problems, offering assistance when needed.

Segment Six

a. The teacher attends to behavior which is more positive than negative, verbally expressing her approval of good behavior so that others are aware of the correct behavior.
b. The teacher attends to good behavior, and ignores the bad.

Segment Seven

a. The teacher moves about the room to check the progress of the students.
b. The teacher moves about the room on a regular basis to check the progress of the students.
c. The teacher contacts students regularly and systematically. The teacher checks in on each pupil's progress periodically and makes an attempt to know where each student is in his/her work at all times.

Classroom Management Terminology

1. Teacher Reinforcing - the teacher tries to praise and reward on-task behavoir as a means of keeping the student from getting off task. This term is related to these competencies on your skeleton outline:

   The teacher will provide non-verbal feedback for acceptable or unacceptable behavoir.

   The teacher will provide verbal feedback for acceptable or unacceptable behavoir.

   The teacher will use language free of derogatory references when talking to learners.

   The teacher will speak politely to learners.

   The teacher will encourage courteous interchanges among learners.

2. Teacher Ignoring - the teacher should deliver positive consequences for appopriate behavoirs and ignore inappropriate behavoirs. This term is related to these competencies on your skeleton outline:

   The teacher will overlook inconsequential disruptions of a minor nature.

3. Teacher Redirecting - is when a student is exhibiting an off-task behavoir and the teacher brings the student back on-task by having him engage in an activity that is compatible to the original on-task behavior.

4. Teacher Commanding - requires the teacher to use direct verbal commands in telling the student to stop misbehaving and/or get back on-task. This term is related to thse competencies on your skeleton outline:

   The teacher will provide verbal feedback for acceptable or unacceptable behavior.

   The teacher will attend to major disruptions quickly and firmly.

   The teacher makes the consequences of causing disrupttions equal to the severity of the disruption.

5. Teacher Focusing - is when the teacher sympathizes or expresses understanding concerning the pupil's feelings, predicament, or situation. This term is related to these competencies on your skeleton outline:

   The teacher will provide verbal feedback for acceptable or unacceptable behavior.

   The teacher will use language free of derogatory references when talking to learners.

   The teacher will speak politely with learners.

6. Teacher Norm Referencing - is when the teacher explicitly reminds the pupil of established rules of behavior in the classroom by describing or referring to a norm of behavior. This term is related to these competencies on your skeleton outline:

   The teacher will make expectations about behavior clear to learners.

   The teacher will attend to major disruptions quickly and firmly.

   The teacher makes rule violations carry consequences appropriate for learners.

7. Teacher Signaling - is when the teacher gives short "understood" signals to get the student back on task. These signals may be verbal, ("Shh" "Anne"), or non-verbal, (eye contact, standing with hands on hips, etc.). This term is related to these competencies on your skeleton outline:

   The teacher will provide non-verbal and verbal feedback for acceptable or unacceptable behavior.

   The teacher will attend to major disruptions quickly and firmly.

8. Teacher Humor - is when the teacher uses humor to divert pupil's attention for his off-task behavior to that of attending to the teacher's humor. This term is related to htese competencies on your skeleton outline:

   The teacher will use language free of derogatory references when talking to learners.

WORKSHOP #9

Participant's Comments

WHAT WAS THE BEST IDEA IN THE WORKSHOP?

Different types of teachers.

Self-awareness & self-evaluation

The idea of communicating with students, peers, & parents in a positive, meaningful manner.

The idea that the "middle range" of politeness, friendliness, etc. is where the best teachers seem to fall.

HOW USEFUL WAS THE INFORMATION?

Very useful as many methods discussed I am presently using.

Useful in that I am more aware of what I say and how I say it--especially with my students.

Very, particularly the comments about feedback from kids concerning what they want from their teachers.

Workshop X

Obtains and uses information about effect of instruction.

Presentor: Ernest Bentley

Special Education Competencies
for Teachers
Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

This Workshop was developed
under Title IV - C Funds
Georgia State Department of Education.

Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
Telephone: (404) 352-2697

EC 123251

Workshop #10

Obtains and Uses Information About Effects of Instruction

3/14/79
Ernest L. Bentley, Ed.D.

Approximate Time	Activity	Materials Needed
15 min.	An overview of the lesson topic will include a five minute warm up activity of the instructor's choice, to be followed by an illustrated competence tree on an overlay visual.	Outline in Workbook
15 min.	Transition to the activity on record maintenance will be accomplished by saying--"now, let's look at the first competence area for the night and experience the satisfaction of being one up on most of our peers." A discussion of the Individual Motivational Record will examine its usefulness as an option to the grade book approach. Visuals will be used. Then, using the handout explaining how to do their own for individual subjects teachers will construct one sample.	Prepared index cards and file folders; perpared transparencies; Handout
15 min.	Securing learner feedback is a natural step to indicate additional information on instructional success. The sample interview guide will be presented by the instructor. Suggested criteria for developing their own will be elicited from the group.	Sample Interview Guide; Sample Questionnaire
15 min.	Peer feedback will be handled through instructor led explanation of the Observation Guide Sheet and Lesson Plan Format handouts. Questions will be solicited on at least three cognitive levels to determine teachers' degree of understanding.	Observation Guide Sheet
20 min.	Standardizing self observations will be introduced through the Gallagher Aschner classification of questions used in classroom instruction. After brief explanations of the four types of questions to be considered an individual exercise will precede the concluding group synthesis. The group will average 15 or more correct classifications on the exercise.	Exercise for Gallagher Aschner

3

60 min.	Interaction analysis will be reviewed historically in a brief overview of verbal interaction classification systems. The Reciprocal Category System will be introduced as examplary and sufficient experience will be provided to allow independent pursuit of mastery. Categories and rules will be introduced by the instructor. The relationship with instructional objectives will be established.	Handout on Categories
20 min.	Although there will not be time in this particular session to use the micro-teaching procedure, in the regular use of this module the instructor will give directions on its use to demonstrate instructional revision based on student questionnaires and/or the Lesson Plan Format data. One teacher will teach a short lesson of five minutes (assigned the previous week). A second teacher in the triad will complete the Observation Guide Sheet. The third teacher will administer a student Questionnaire to the non-lesson presenter. The lesson presentor will be given the data and as a triad modifications will be introduced into the lesson plan. At least two thirds of the triads should report completion of this segment.	Lesson Plan Student Questionnaire
20 min.	Self observation data uses in instructional revision will be presented by the instructor Attainment of objectives through modifications indicated by the data will be explained. Lecture, question sequence and reinforcement techniques that encourage student learning will be examined.	No Additions

Homework Assignment:

1. Preparation of 10 minute audio tape using their questioning technique in own classroom.

2. Analysis of teaching segment (to be furnished) using RCS to record verbal behaviors.

3. Lesson plan for use in activity 7.

INDIVIDUAL MOTIVATIONAL RECORD

Topics	Assigments	Evaluation Results	Objectives Achieved
Basic Algebraic Concepts			
Properties of Algebra			
Equations			
Inequalities			

INDIVIDUAL MOTIVATIONAL RECORD

Performance Objectives	Assignments	Evaluation Results	Objective Achieved
1. Express numbers in scientific notation			
2. Distinguish between rational and irrational numbers			
3. Give union of sets			
4. Give intersection of sets			
5. Identify all subsets of a given set			
6. Use set notation			
7. Use set symbolism			
8. Give examples of variables			
9. Give domain of given variables			

4

FORMAT FOR LESSON PLAN

Goal:

Objective(s):

Strategies for Achieving Objectives:

1. Content

2. Activities in Sequence

3. Student Evlauation Plans

4. Materials and Equipment List

Evaluation: (Look at objectives and strategies to determine if you have plan with best chance of success of those alternatives available.)

TEACHER CLINICS

Observation Guide Sheet

Directions: During ten to thirty minute observations determine the items on the list that are evident, inferred or not evident. Place a check (✓) in the appropriate space.

Evident	Inferred	Not Evident	
( )	( )	( )	1. Demonstrates a repetoire of teaching methods and techniques.
( )	( )	( )	2. Uses instruction to achieve selected objectives.
( )	( )	( )	3. Obtains and uses information about needs and progress of individual learners.
( )	( )	( )	4. Organized instruction to take into account individual differences among learners.
( )	( )	( )	5. Organizes time, space, material and equipment for instruction.
( )	( )	( )	6. Demonstrates enthusiasm for teaching and learning and for the subject being taught.
( )	( )	( )	7. Uses procedures which involve the student in the learning task.
( )	( )	( )	8. Communicates clearly with learners both orally and in writing.
( )	( )	( )	9. Demonstrates an understanding of subject being taught.
( )	( )	( )	10. Adjusts instruction to change in conditions.
( )	( )	( )	11. Manages classroom interaction.
( )	( )	( )	12. Helps learners develop positive concepts of themselves.
( )	( )	( )	13. Reinforces and encourages efforts of learners.
( )	( )	( )	14. Obtains and uses information about effectiveness of instruction.

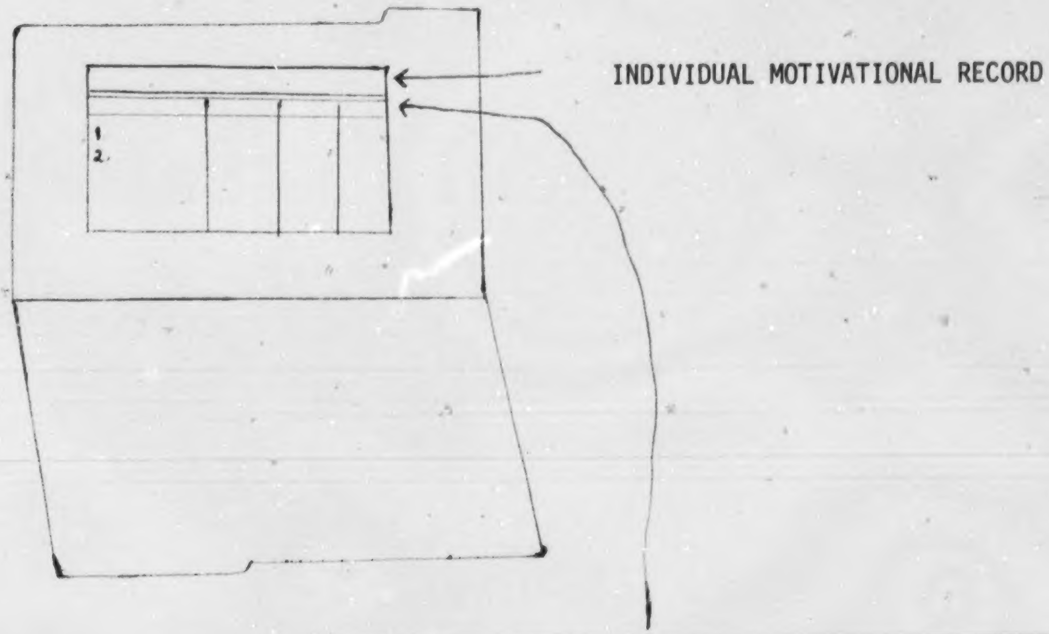
Individual Motivational Record

Materials

Manila Folders
5x8 index cards
tape
Lesson plans and/or curriculum guide

Preparation

The teacher will prepare the Individual Motivational Record using lesson plans or curriculum guide for course/class being taught. This record card may be the same for each student or vary from student to student depending on the approach being used by the teacher. This record will be prepared in duplicate for each student. One copy of the record will be attached to a manila folder for student use and the other retained by the teacher. The following examples should illustrate the materials just described.



Performance Objective	Assignments	Evaluation Results	Objective Achieved

A summary record for each class should be prepared. The illustration which follows provides a suggested format.

SUMMARY RECORD

Class____________

No. Enrolled________

Performance Objective	Number of Students Achieving Obj.			
	Date:	Date:	Date:	Date:
1.				
2.				
3.				

Use

The student folder will be used to file assignments and to provide the student with an up-todate record of his progress. Student participation in keeping record of his progress should serve as a motivator. A student should be made aware of how many performance objectives he is expected to achieve and how it will be decided that he has achieved the objective.

The duplicate card must be kept to insure against loss and alteration of records.

The summary record provides the teacher with general information about the progress of the class as a unit and aids in planning.

EXERCISE 1

THE GALLAGHER-ASCHNER SYSTEM

1. Cognitive-Memory. Anything which can be retrieved from the memory bank.	What's 3 x 6? When did Columbus sail for America?
2. Convergent. A question whose single right answer may be obtained by the application of a rule or procedure.	What's 436 + 21? What's 3 to base 2?
3. Divergent. More than one acceptable answer is possible. The student is permitted to choose between alternatives or to create ideas of his own.	What is 10 to three other bases? What might have been some effects on the course of history if Columbus had not lived?
4. Evaluation. Development of relevant criteria, such as usefulness, desirability, and social consequences; then the application of the criteria to the issue.	Is 10 the best base for a number system? How do you evaluate the effects of Columbus' voyage?

Consider each of the following teacher elicitations carefully. Then identify each according to the following: CM = Cognitive-Memory; C = Convergent; D = Divergent; E = Evaluative.

——— 1. Find three different ways to measure and calculate the perimeter of this classroom.

——— 2. List the nine planets which comprise our solar system.

——— 3. Many people believe that capital punishment should be abolished by federal laws. State why you think such laws should or should not be enacted.

——— 4. Identify the characters who speak the lines in the following eight quotations from "Hamlet".

——— 5. How many feet equal one mile?

——— 6. Calculate the area of a cube which measures six inches to the side.

——— 7. Develop an argument for a federally guaranteed wage for every adult in America.

——— 8. Work the next ten equations following the example on the chalkboard.

——— 9. Using the rules of syllabication you have learned, divide these words into syllables.

———10. What is the capital of New Mexico?

———11. Read both the arguments for and against universal military conscription for both men and women on the following pages. Make a judgment as to which writer presents the most logical viewpoint, giving evidence for your choice.

———12. Recently three astronauts completed a space flight which took them to the moon and back again. How many miles did they travel?

———13. In the play "Antony and Cleopatra," Cleopatra speaks of her "salud days." What does she mean by this?

———14. Observe the following football plays on videotape. Rate the quarterback on (1) passing ability, (2) running ability and (3) all around performance.

———15. List what you consider to be the three most important decisions made by the Supreme Court in the 20th century.

THE RECIPROCAL CATEGORY SYSTEM[1]

Category Number Assigned to Teacher	Description of Verbal Behavior	Category Number Assigned to Student
1	"WARMS" (INFORMALIZES) THE CLIMATE: Tends to open up and/or eliminate the tension of the situation; praises or encourages the action, behavior, comments, ideas, and/or contributions of another; releases tension with jokes not at the expense of others; accepts and clarifies the feeling tone of another in a friendly manner. (Feelings may be positive or negative; predicting or recalling the feelings of another are included.)	11
2	ACCEPTS: Accepts the action, behavior, comments, ideas, and/or contributions of another; positively reinforces.	12
3	AMPLIFIES THE CONTRIBUTIONS OF ANOTHER: Asks for clarification of, builds on, and/or develops the action, behavior, comments, ideas and/or contributions of another.	13
4	ELICITS: Asks a question or requests information about the content, subject, or procedure being considered with the intent that another should answer (respond).	14
5	RESPONDS: Gives direct answer or response to questions or requests for information that are initiated by another; includes answers to one's own questions.	15
6	INITIATES: Presents self-initiated facts, information, and/or opinion concerning the content, subject, or procedures being considered; expresses one's own ideas; lectures. (This category includes rhetorical questions--not intended to be answered.)	16
7	DIRECTS: Gives directions, instructions, orders, and/or assignments with which another is expected to comply.	17
8	CORRECTS: Tells another that his answer or behavior is inappropriate or incorrect.	18
9	"COOLS" (FORMALIZES) THE CLIMATE: Makes statements intended to modify the behavior of another from an inappropriate to an appropriate pattern; may tend to create a certain amount of tension (i.e., bawling out someone, exercising authority in order to gain or maintain control of the situation, rejecting or criticizing the opinion or judgment of another).	19
10	SILENCE OR CONFUSION: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.	10

---

[1] Developed by Richard L. Ober, University of Florida, 1967.

1?

WORKSHOP #10

Participant's Comments

WHAT WAS THE BEST IDEA IN THE WORKSHOP?

The scoring of the inter-action among teacher & student.

Evaluative feedback from students.

The Gallagher-Aschner Method.

HOW USEFUL WAS THE INFORMATION?

Helped me understand techniques used by evaluators.

Very. Everyone needs to know if their point is getting across or if the kids understand.

It was good to know what evaluators look for.

Workshop XI

Meets professional responsibilities.
Engages in professional
self-improvement.

Presentor: Julie Stulac

Special Education Competencies
for Teachers
Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

This Workshop was developed
under Title IV - C Funds
Georgia State Department of Education.

Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
Telephone: (404) 352-2697

EC123251

Workshop XI

Professional Standards

Julie Stulac, Ph.D.

The following objectives are behaviors seen by colleagues and administrators of the teacher but not necessarily to the casual observers or even the trained data collector. The major concern here for the teacher is to be sure that his/her colleagues are aware of their efforts. Due to the nature of these behaviors, a workshop will not be presented on Professional Standards. Instead, it is suggested that the teacher read the lesson and try out some of the activities. There are, of course, many other ways to demonstrate competence in these areas but the suggested activities should give some direction to the concerned teacher.

XVIII. Goal: The teacher will learn to meet professional responsibilities.

- A. The teacher will work cooperatively with colleagues, administrators, and community members.
  - 1. The teacher participates in a cooperative instructional planning session with colleagues.
    - a. Join a team teaching unit.
    - b. Plan a cross curriculum unit with other teachers.
  - 2. The teacher participates in a parent-teacher organization activity.
    - a. Work with the PTA on a project, fund-raiser, etc.
  - 3. The teacher assists administrators in modifying school policies and resolving issues.
    - a. Ask principal when he needs help or input and follow through with suggestion.
    - b. Sponsor student council activity and participate in student decision-making programs.
    - c. Begin a peer counseling group.
  - 4. The teacher works harmoniously with colleagues.
    - a. Find a faculty group assignment and give your help.
    - b. Help another teacher work with a student you share.
- B. The teacher will follow the policies and procedures of the school district.
  - 1. The teacher meets contractual obligations.
    - a. Read your contract and ask questions if it is unclear.
  - 2. The teacher manages classroom behavior in accordance with school policy.
    - a. Read school policy and discuss with administrators.

3. The teacher uses appropriate methods to influence changes in policy and procedures.
    a. Discuss with principal how changes might be made.
    b. Read district grievance policy and practices.
4. The teacher carries out the policies and procedures of the school district.
    a. Read the district policy manual.
    b. Follow those instructions.

C. The teacher will demonstrate ethical behavior.

1. The teacher presents reasoned opinions on issues that pertain to teaching and learning.
    a. Select a theory of learning from a textbook.
    b. Try to find applications of that theory in your classroom.
2. The teacher refrains from gossip about colleagues and learners.
    a. Don't even listen!
3. The teacher abides by reasonable community standards of behavior.
    a. Identify for yourself what the community perceives as extreme behaviors and avoid public demonstrations of them.
4. The teacher handles confidential and sensitive information in an acceptable manner.
    a. Protect your confidential records with locked files, drawers, or cabinets.
    b. Avoid lounge discussions of students that are not intended to help the student.

D. The teacher will carry out instructional duties.

1. The teacher is available to students outside of scheduled class times.
    a. Set up office hours or procedures so that students know how to talk to you outside of class.
2. The teacher has plans ready when a substitute teacher is needed.
    a. Begin a portfolio of one-time lessons that a substitute could use.
    b. Make sure the substitute can find your portfolio.
3. The teacher follows district curriculum guidelines, course outlines, or syllabi in conducting instruction.
    a. Read district guidelines and prepare lessons accordingly.
4. The teacher avoids excessive absences.

        a. Take care of your body.
        b. Allow time for other commitments so that you are not spread to thin.

E. The teacher will carry out additional duties.

    1. The teacher maintains attendance records.
        a. Obtain a record keeping book and use it.
        b. Establish a daily routine for attendance taking.

    2. The teacher performs assignments such as lunchroom supervision, class advisor, or club sponsor conscientiously.
        a. Get involved in a student activity or, better still, develop an interest of your own into a student activity.

    3. The teacher keeps records of learners up to date.
        a. Keep progress records in systematized book.
        b. Establish a daily procedure for entries in the book.

    4. The teacher prepared grade and progress reports.
        a. Learn the school procedure for reporting grades.
        b. Schedule time ahead for yourself to be able to complete reports.

XIX. Goal: The teacher will learn to engage in self improvement.

- A. The teacher will obtain and evaluate data on professional skills.
    - 1. The teacher obtains data on professional skills from self evaluations (e.g., recordings, checklists, etc.)
        - a. Read about and try Flanders' Interaction Analysis with a peer.
        - b. Have your instruction videotaped and review it for ways to improve.
    - 2. The teacher seeks assistance from colleagues or learners in obtaining data on professional skills.
        - a. Read about and try Deal's Collegial Evaluation System.
        - b. Ask your students how you are doing... frequently.
    - 3. The teacher uses cognitive or affective data from learners to assess professional skills.
        - a. Experiment with your own teaching techniques and decide between strategies based on student outcomes.
    - 4. The teacher uses data on professional skills to plan.
        - a. Determine your strengths and weaknesses and consider these when making out lesson plans.
- B. The teacher will obtain information to aid teaching.
    - 1. The teacher uses journals (personal or school) to obtain teaching ideas.
        - a. Subscribe to your area's professional periodical.
        - b. Try one new idea in class from reading it.
    - 2. The teacher attends meetings (local, regional, or national) to obtain teaching ideas.
        - a. From a program agenda, select an interest area, and attend the session.
    - 3. The teacher is receptive to new information on teaching.
        - a. Try out a new idea in class just for the sake of becoming comfortable with new methods.
    - 4. The teacher adopts sound information or materials about teaching.
        - a. Anticipate the outcome before starting your work.
        - b. Discuss with colleagues why you are going to do what you will.

C. The teacher will participate in professional growth activities.

1. The teacher participates in school staff development activities.
    a. Attend faculty meetings.
2. The teacher participates in district staff development activities.
    a. Go to staff development meetings optimistically.
3. The teacher participates in activities of professional organizations.
    a. Join your professional organization and attend its workshops.
4. The teacher engages in a program of professional development.

D. The teacher will share professional materials and ideas.

1. The teacher is knowledgeable about professional materials and ideas.
    a. Read several educational journals regularly.
2. The teacher shares his/her own professional ideas or materials with colleagues.
    a. Discuss with others the new ideas you have read about.
3. The teacher seeks out professional ideas or materials from colleagues.
    a. Ask others what they are doing for application to your own setting.
4. The teacher makes public presentations (verbal and written) about professional ideas or materials.
    a. Write down some of your good ideas.
    b. Send the best ones into district newsletters or professional journals for publication.

Professional Standards

Julie Stulac

> The following chapter is to be used as supplementary material for teachers to improve their performance evaluations. The assessment area of Professional Standards is completed by supervisors and teaching colleagues. Unlike other assessment areas where trained data collectors are used to observe in the classroom, the Professional Standards section requires prior knowledge of the teacher both in and out of the classroom. This chapter could be used as a class discussion lesson or as a homework assignment in a staff development in service training course.

The evaluation of a teacher's professional standards at first appears to be a highly subjective assessment area. It may even sound distasteful to the teacher's supervisor and colleagues because it could create a "holier-than-thou" relationship. Yet, the responsibility for maintaining high professional standards cannot be shirked. Furthermore, considerable consensus exists that many standards involving professionalism and educational ethics are not nearly so nebulous and vague as we may have initially thought.

Below are many suggestions that experienced and expert teachers and administrators have recommended as helpful hints for the beginning teacher. Some of these may be already second-nature to the reader [illegible] may be new ideas even to the veteran teacher. All of these [illegible], however, are practical and tested means for maintaining professional growth and development in teaching. Although short-term goals such as raising assessment ratings may be the readers motivation to try some of these ideas, it is the author's belief that when the rewards of improved efficiency, collegial praise, or personal esteem result, these ideas will lead to long-term practice.

1. Visibility

The most often heard comment from principals and perhaps the most important suggestion for this chapter is to make yourself visible to others. Discuss with others what you are doing in your classroom, ask for helpful suggestions, and let them know how things are going. Some teachers may feel they will stay out of trouble and make life easier for their supervisors if they confine themselves and their work to their own rooms at their own class meetings. Most administrators, however, want to know what is going on and want very much to be helpful. They want to be aware of their teachers' activities and ideas but often have difficulty in finding the means and time to obtain the information. So many beneficial, creative, and innovative ideas for teaching exist but are never shared with other teachers who could use them. Do not hide your light or even your shadows. You could be helping others as well as yourself. Particularly in this assessment area it is important to let your evaluators know what you are doing.

2. Cooperation

Three areas of cooperation are important to the teacher-with other teachers, with administrators, and with parents and the community. Several means for demonstrating collegial cooperation are available. You might work with another teacher on planning for a student you both share. By consulting with many other teachers you could adapt your program to reinforce skills being taught by the others. Asking other teachers in your own department for suggestions may lead to more coordination in everyone's efforts. Working with administrators will offer multiple benefits. A principal often wants faculty input on policy matters. Your opinion is valuable information and may offer the missing idea. Committee work is often tedious but their decisions are usually followed. Get involved. For the very ambitious or those wanting the most rewards, try sponsoring a club, student council, or a peer-counseling group. Working with students outside of your subject area can add richness to your career. Finally, join your PTA. Do not just pay your dues but attend the meetings, work on fund-raisers, and let them get to know you. Parents are just people like us; they will soon learn that we are people just like them.

3. Policies and Procedures

One of the most disturbing excuses we hear is "I didn't know." How can one respond to it appropriately? To avoid saying that, it is suggested that teachers read two or three documents and ask questions when unclear. The first is your teaching contract. Understand it so that now one may be later embarrassed. Second, read your district's policy manual. It has numerous bits of information that could be useful to you if you are aware of proper procedures when situations arise. Third, if your department has district guidelines, make certain you know these. You may feel frustrated with conditions and these documents could show you how to find relief. You may decide you want to change something but be sure you go about it according to policy if you want to have any effect.

4. Ethics

How to be ethical is more difficult to discuss than how to be unethical. Three considerations, however, may at least help the teacher to avoid negative assessments on ethics. Teacher lounge gossip can be cruel, insensitive, and malicious. Of course, you should not participate but, if possible, do not even listen. There is room, however, to conduct constructive discussions about students among the staff but it is advisable to find a more private place than a lounge for such activity. Although the puritanical standards set for teachers by the community may no longer be apparent, community standards of behavior are still expected. They have entrusted their children to us and want to feel secure in that placement in all areas of influence. Determine what behaviors are considered extreme in your community by reading a local newspaper or talking to residents. If your behavior might be thought of as suspect, at the very least, do not publicly demonstrate what you could do privately. Finally, for your own protection and to protect your students, establish a place and a routine for handling confidential records. A locking file, drawer or cabinet is a necessity but that you use it is equally important. While accessibility to student records, for example, may mean you need to read them during class, do not leave these papers on your desk for others to discover.

5. Instructional Duties

Particularly important to the teacher is the creation of routines. Some things need doing regularly and a routine, though dull, may improve efficiency. You can make sure your students have an opportunity to see you privately if you set up office hours or procedures for consultation and post them in class. These times could be at lunch, before or after school. The important thing is for you to be available when your help is needed. Another idea is suggested for times when the routine is broken. When you are absent it often happens unexpectedly. A substitute teacher will be called with little notice and usually no information about your students. Begin a portfolio for substitute teachers which includes your classroom routines. Information about your students would be helpful. Also include a set of one-shot lesson plans that you know will work with your children. Over time you can add sure-fire activities that you have tested yourself. Above all, make certain that the substitute teacher will be able to find this portfolio. Your routine attendance is important to the continuity of your teaching. We have all had similar experiences where one of our children comes up and whispers closely in our ears. "I feel nauseated. I think I'm coming down with the flu." It is a wonder that with contact from up to 180 students a day that teachers can stay healthy at all. One important prevention technique is in planning your time properly. Do not allow yourself to be spread too thinly in both inside and outside time commitments to get run down. Teaching requires many things and healthy stamina is one. A final suggestion mentioned above is related to instructional duties. Make sure you are still following your district guidelines or curriculum outlines periodically. Although cumbersome, they may actually be helping you to see the forest as well as the trees.

6. Additional Duties

Along with direct instructional duties teachers are expected to perform additional functions such as attendance-taking, grade recording and reporting, lunchroom supervision, and sponsoring clubs. Since these activities are performed regularly an established procedural routine may prevent you and your students from forgetting and probably will make the chord complete itself more efficiently. Set aside specific times every day for taking attendance. Whether you prefer sign-in sheets, calling roll, or visual scanning of seats, use the same procedure consistently. Progress reports and grades require the same attention. Establish a daily routine for recording entries into your grade book. Make sure you are aware of the correct school procedures for reporting grades and allow in your schedule for enough time to complete reports. When you are assigned extra activities such as lunchroom duty, do not try to find ways to get out of it. Try to be prompt and effective. Your adherence to the schedule will make others more appreciative of your service.

7. Self-Improvement

If it is assumed that everyone can improve there is no need to wait until someone points out your shortcomings. Concoct your own teaching evaluation system for self-improvement. In the tenth workshop you practiced a system based on Flanders Interaction Analysis. You might find a check list helpful for monitoring how often you talk to a particular student or the time you spend giving directions. Many teachers have access to video tape decks and cameras which can be set up in your room and studied later for analysis. Asking colleagues to come in and observe you may sound threatening but it usually becomes a great source of support. Do not forget to ask your students how you are doing. They have a unique perspective of your methods and can be very helpful. Such information can be obtained by studying testing results as you try different teaching techniques. Look at both cognitive and affective outcomes. Finally, determine your strengths and weaknesses and use these in planning your lessons. Always try to find a better way.

8. Educational Information

If a teacher is going to improve, the new behavior must be suggested somewhere. An important source of education information is your dicipline's professional journal or periodical. Subscribe to it and try out at least one new idea that appeals to you. Even if your first attempt at change fails, by having tried it you will become more comfortable at trying other new methods. Attend professional meetings and delve into a particular interest area. Your participation may have reciprocal benefits. Before trying a new method, anticipate several possible outcomes. Decide how you will know if it is working or not working and then watch for these results. By discussing these activities with your colleagues you may find they have tried similar means and can help you avoid some of the pitfalls.

9. Professional Growth

Professional growth is often best demonstrated in what you try rather than in what you succeed. Attend faculty meetings, district staff development meetings, and state wide conferences. Sign up for workshops sponsored by your professional organization. Become an activist in educational improvement. Success may well be the activity of doing something instead of waiting for it to happen to you.

10. Sharing

The final recommendation for improving professional standards resembles the first one of visibility. If you have followed some of these above suggestions like reading periodicals, trying out your innovations, and looking at what your colleagues are doing, you will have acquired more information than most teachers have. Discuss your conclusions with others and share your ideas. You may find in these sharings that a truly unique idea has developed. Try writing it down and sending it off to your district newsletter or your professional journal for publication. Just as this chapter has tried to suggest a few ideas, it is recognized that many, many more exist. Why not help us all and share your findings. You may be surprised at your rewards.

Conclusion

These suggestions came from many sources, each one adding a little bit. You may be thinking that with a 48-hour day you could handle them all well. That may be the case when one begins teaching but if you rate yourself on the Professional Standards instrument you will probably find that in only a few areas do you need improvement. Pick out one or two ideas at a time to try. If they work they will make your job easier. That will give you time to try another idea. If they do not work, and not all will get results for everyone, please try something else. You are too important to give up and your work is crucial to us all.

WORKSHOP #11

Participant's Comments

WHAT WAS THE BEST IDEA IN THE WORKSHOP?

I liked the organization and simplicity of the format. The material was relevant and will be remembered longer.

Peer relationships--how to.

Professionalism

Points on working with administrators.

Portfolio for substitutes

#2 Cooperation.

Avoiding discussing students in teacher's lounge.

Asking colleagues and students how you are doing.

HOW USEFUL WAS THE INFORMATION?

None of it was new, but it makes you stop and re-thin, the information. I'll try some things a little harder.

Much of the information made me stop and take a second look for improvement or change.

Very useful.

Gave some good ideas to explore and follow up on.

It would have been great if I could have received it at the beginning of the year.